START EARLY | The Essential Fellowship

RESOURCES

DATA DIALOGUES

PowerPoint Slides
Handouts
Activities
Tools

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START EARLY | The Essential Fellowship

TABLE OF CONTENTS

DATA DIALOGUES
Resources

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Data
Dialogues
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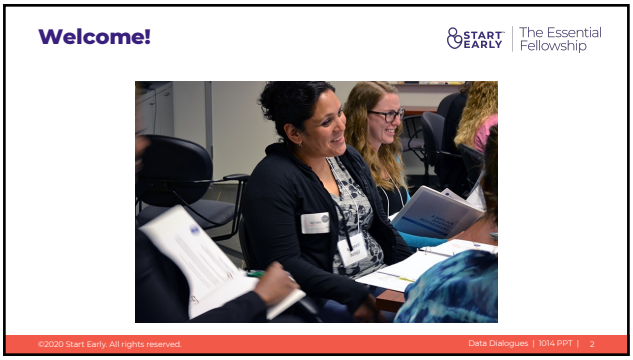
Data Dialogues | 1014 PPT | 1

1


Welcome!
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2


Key Ideas From Foundations of Instructional Leadership Training
START EARLY | The Essential Fellowship
Urgent need for improvement in early childhood education
Start Early Essentials: Framework for improvement
Effective Instructional Leaders: Drivers of improvement
Collaborative Teachers: Vehicles for learning and improvement
Job-embedded learning routines: The Start Early Essentials and The Essential Fellowship
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3

The Start Early Essentials

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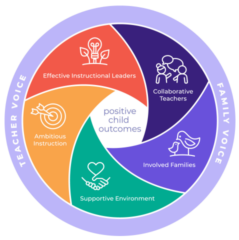

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4

Using Data in Your Organization

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- **Use** data for learning and improvement goals that direct action steps.
- **Develop** confidence and competence using early childhood data.
- **Provide** a structure to strengthen collaboration, learning, and continuous quality improvement.
- **Examine** parallel process.

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5

Voices from the field: Herzl Leader and Teachers

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"Voices from the field: Herzl Leader and Teachers." YouTube. https://youtu.be/LVsfcWANEOw.

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6

Agenda

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1. **Introduction**
2. **Section A:** Building Improvement
3. **Section B:** Supporting Learning
4. **Section C:** The Data Dialogue Protocol for Collaborative Quality Improvement
5. **Section D:** Facilitating Collaborations for Learning
6. **Section E:** Training Wrap-up

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7

Learning Objectives

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By the end of this training, you will be able to:

A. **Connect** the definitions of The Start Early Essentials to the mindsets, structures, and practices important to quality teaching and learning in early education schools/centers.

B. **Compare** how the emotional, organizational, and instructional supports that educators provide to children parallel the same supports instructional leaders provide to educators to build cultures for learning.

C. **Use** data to identify strengths and weaknesses, identify root causes, and implement a Plan-Do-Study-Act rapid improvement cycle to improve a relevant problem of practice.

D. **Apply** facilitation strategies and skills to support routines of job-embedded collaborative learning for improvement.

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8

Standard 2—Improving Teaching and Learning

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An educational leader provides consistent and coherent instructional guidance and builds a strong professional learning community that collaborates continuously to improve teaching, family engagement, and learning for all young children.

- **Read** through Standard 2 and its competencies.
- **Underline** comments that resonate for you.
- **Highlight** comments that are current strengths.
- **Discuss** ideas that stood out with colleagues at your table, and why.
- **How** did Standard 2 comments connect to the improvement step you planned for yourself in Foundations training?

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9

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SECTION A: Building Improvement

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10

The Start Early Essentials

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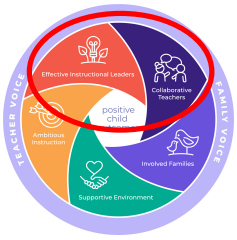

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11

#841 Start Early Essentials Definitions

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12

Activity: Getting to Know The Start Early Essentials

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1. **Read** the definition(s) of your assigned Essential(s).
2. **Underline** mindsets, structures, and practices important to early childhood education.
3. **Discuss** what resonated among your team members.
4. **Chart** key ideas from your discussion. Title each chart paper with the Essential charted.

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13

The Essential 0–5 Survey Toolkit

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14

Pre-Assessment

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START EARLY | The Essential 0-5 Survey
A MEASUREMENT SYSTEM FOR PROGRAM IMPROVEMENT

Welcome!

Please take 5-minutes to fill out the following questions to help you reflect on your attendance in the Leadership Reflection and Data Dialogue session.

First Name
Last Name
Email

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15

Work Session 1, Tool 1.1

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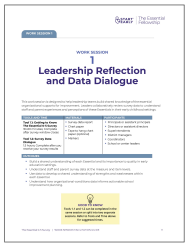

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The Start Early Essentials: Reflection

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Why did we start the Data Dialogues training by first reading the definitions of The Start Early Essentials?

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17

The Start Early Essentials

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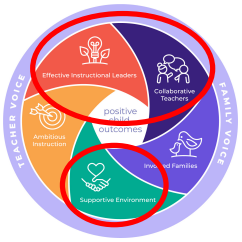

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SECTION B: Supporting Learning

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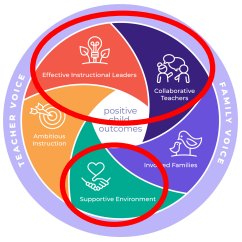
The Start Early Essentials



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What Skills Spark Collaboration?

How does an effective leader build a supportive culture that nurtures relationships for learning?

What does an effective instructional leader need to know and do in order to develop a foundation of trust?

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Is anyone familiar with the parallel process?

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22

Document #1018

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ACTIVITY

THE CLASSROOM ASSESSMENT SCORING SYSTEM® (CLASS®)

Supports

Overview

What Does the Classroom Assessment Scoring System® (CLASS®) Measure and Why Is It Important?

The CLASS focuses on the quality of teacher-child interactions and is organized to assess three broad domains of interactions among teachers and children: emotional support, classroom organization and instructional support. Within each domain are dimensions (listed below) that capture more specific details about teachers' interactions with children. Collectively, the 10 dimensions assess the extent to which teachers are effectively supporting children's development, both socially and academically.

The CLASS dimensions are based on developmental theory and extensive research, which has shown that interactions between children and adults are the primary way to support children's development and learning. Large-scale observation studies showed that effective, engaging interactions form the foundation for all learning in early childhood classrooms.

CLASS Domains and Dimensions

Emotional Supports Domain	Classroom Organization Domain	Instructional Supports Domain
• Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Student Perspectives	• Behavior Management • Productivity • Instructional Learning Formats	• Concept Development • Quality of Feedback • Language Modeling

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23

Activity—Parallel Process

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Handout #1018

- Educator-to-Child Supports
- Instructional Leader-to-Educator Supports

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24

Instructions

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Using activity handout: #1018

- **Discuss** the questions (in the gray box) assigned to your group in each of the domains (in the blue box)
- **Note** your answers on your worksheet in the appropriate column

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Parallel Process—Effective Instructional Leader ➡ Educators ➡ Children

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Emotional


Organizational


Instructional

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26

The Start Early Essentials

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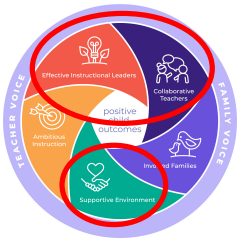

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SECTION C: The Data Dialogue Protocol for Collaborative Quality Improvement

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28

#659e Data Dialogue Protocol

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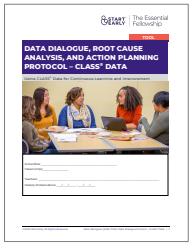

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29

CLASS® Data Dialogue

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For this activity, you will need handouts:

- **#659e**
  Data Dialogue Protocol
- **#138 Pre-K CLASS®**
  Dashboard – Program ABC
- **#145 Program**
  ABC Pre-K CLASS® Graph

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30

Sample CLASS® Data Reports

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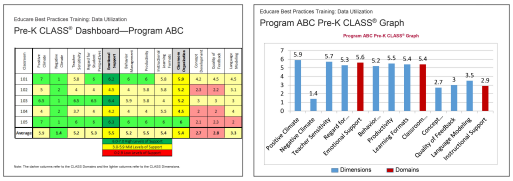

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31

Report Overview: Survey & Report Structure

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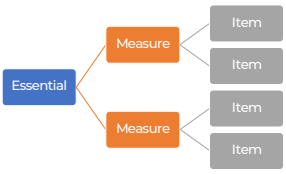

- Each of the 6 Essentials consists of 2–5 measures
- Measures consist of 3–8 items (aka questions)
- Essentials and measures listed from strongest to weakest
- Essential and measure scores (scale of 0–100) based on validation study benchmarks

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32

Report Overview: Interactive Online Report

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Reference your online report for:

- Essential, measure, and item data
- Year-over-year trends
- Downloadable reports
- Shareable notes feature
- New 0-5 content

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33

Sample Essentials Report Overview Key Pages

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- **Pages 2:** Essential-level scores
- **Pages 3-8:** Measure list and scores by Essential
- **Pages 9:** All measures, strongest to weakest
- **Pages 10-42:** Measure details — score and questions

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34

Report Overview: Pages by Essential

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Teacher Survey Essentials

- **Effective Instructional Leaders:** p. 6 (overview); measures p. 14, 23, 27 & 29
- **Collaborative Teachers:** p. 4 (overview); measures p. 10, 12, 21, 25 & 32
- **Involved Families:** p. 5 (overview); measures p. 11, 22, 24 & 30
- **Supportive Environment:** p. 7 (overview); measures p. 17, 26 & 33
- **Ambitious Instruction:** p. 8 (overview); measures p. 19 & 34

Parent Survey Essentials

- **Parent Voice:** p. 3 (overview); measures p. 13, 16, 18 & 20

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35

Data, Data, Data!

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- **What** kinds of data are you collecting in your organization?
- **What** do you use it for?
- **Does** this data lead you toward improvement?

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36

Video—Using Data to Support Teacher and Student Growth

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"Using Data to Support Teacher and Student Growth" YouTube. https://youtu.be/PhMkqibiSaA

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37

Data drives…

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- **Improvement** efforts
- **Improvement** gains

Learning!

Derrick-Mills, T., Winkler, M.K., Healy, O., and Greenberg, E. (January 2015). "A Resource Guide for Head Start Programs: Moving Beyond a Culture of Compliance to a Culture of Continuous Improvement." pp. 17–18. OPRE Report #2015-02. Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Services. https://www.acf.hhs.gov/opre/resource/a-resource-guide-for-head-start-programs-moving-beyond-a-culture-of-compliance-to-a-culture-of-continuous-improvement.

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38

Data Dialogue Protocols #659e, #1020e, and #1021e

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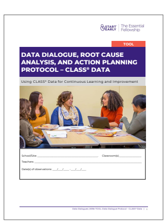

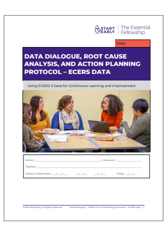

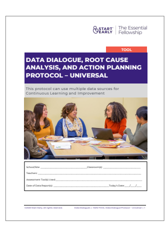

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39

Discuss Protocols

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- What is **similar and different** about these protocols?
- What are the **benefits** of using these protocols with your staff?
- What are the **challenges** of using these protocols with data you collect at your school/center?

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40

Phases of a Data Dialogue Protocol

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- **Phase 1: Prepare**
- **Phase 2: Review** the Data — Just the Facts
- **Phase 3: Dig** Deeper into the Data
- **Phase 4**: **Identify** Strengths and Weaknesses

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41

The Power of Collaborative Conversations

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Capatosto, K. (July 2015). "Implicit Bias Strategies: Addressing Implicit Bias in Early Childhood Education." Kirwan Institute for the Study of Race and Ethnicity.

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42

The Start Early Essentials

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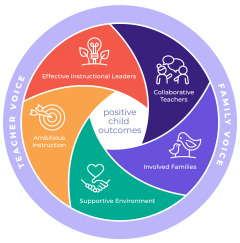

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43

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Thank you!

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44

Welcome Back!

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45

Pre-Assessment

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A MEASUREMENT SYSTEM FOR PROGRAM IMPROVEMENT

Welcome!

Please take 5-minutes to fill out the following questions to help you reflect on your attendance in the Root Cause Analysis and Rapid Improvement Cycle Planning session.

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Last Name
Email

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46

Root Cause Analysis Using a Fishbone Diagram: Why Do We Use It?

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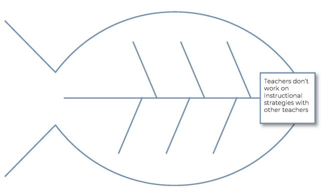

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47

Video—Benefit of Root Cause

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"Benefit of Root Cause." YouTube. https://youtu.be/bxrs7EJVn2M.

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48

Improvement Science—Plan-Do-Study-Act

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49

Video—Plan-Do-Study-Act

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"Plan-Do-Study-Act." YouTube. https://youtu.be/WCl6aiVOn8I.

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50

Prepare for Your Plan-Do-Study-Act Improvement Cycle

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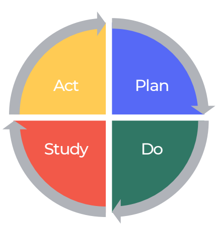

Write the problem of practice your team decided to address during your data dialogue.

Write the root cause you predicted is most directly related to the problem that you can do easily.

Write the desired outcome the team wishes to see from this 30-day cycle.

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51

Plan Your Action Step

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- **Predict** and **write** one small, easy action step that's observable and measurable, connected to the root cause.
- **Ensure** it's in my locus of control.
- **Predict** an outcome.
- **Consider** what will be learned from this effort.

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52

Prepare for Your Plan-Do-Study-Act Improvement Cycle

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- **Know** when you'll try your action.
- **Decide** how often.
- **Communicate** with those involved.
- **Collect** your data.
- **Reflect** and analyze throughout.

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53

Plan Your Action Step

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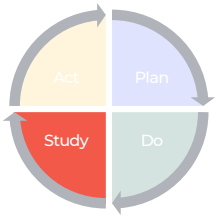

- What **worked?**
- What **didn't?**
- **Why?**
- What did I **learn?**
- What will I do **next?**

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54

Plan Your Action Step

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- From what I learned, I will next:
  - **Adapt:** Modify my current action and keep testing.
  - **Expand:** Keep it going for another cycle, taking more data.
  - **Adopt:** Keep it going and develop a new action step.
  - **Abandon:** Review root causes and try something new.

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55

#107 – Plan-Do-Study-Act Template

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PROTOCOL TEMPLATE

PLAN-DO-STUDY-ACT (PDSA)

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56

Plan Your Action Step
Action for Improvement

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Practice Activity:

Take out **Handout #107 -** Plan–Do-Study-Act template

- **Write** the problem of practice identified from your data dialogue.
- **Write** the root cause voted to most directly impact the problem *and* that could be done with minimal effort from the fishbone analysis.
- **Discuss** with the whole group and **write** the desired outcome of this 30-day cycle.
- **Individually complete** the small step Plan and Do sections.

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57

The Start Early Essentials

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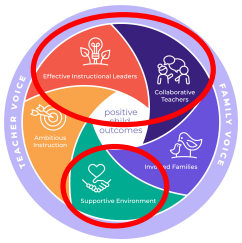

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58

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SECTION D: Facilitating Collaborations for Learning

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59

Leadership Reflection

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- How does an effective instructional leader build a supportive culture that nurtures all these relationships?
- What does a leader need to know and do in order to facilitate successful collaborative routines?

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60

Benefits and Challenges of Collaboration

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When problem-solving or working on improvement:

- **What** are some of the benefits of collaboration?
- **What** are some of the challenges?

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61

Collaboration Promotes Organizational Equity

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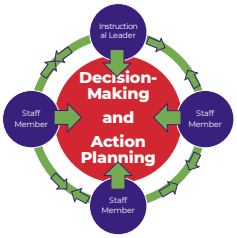

Capetosto, K. (July 2015). "Implicit Bias Strategies: Addressing Implicit Bias in Early Childhood Education." Kirwan Institute for the Study of Race and Ethnicity. http://kirwaninstitute.osu.edu/wp-content/uploads/2015/04/Implicit-Bias-Strategies-for-Childhood.pdf

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62

Key Elements of Collaboration

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- **Reflect**
- **Share**
- **Discover**
- **Learn**
- **Practice**
- **Reflect again**

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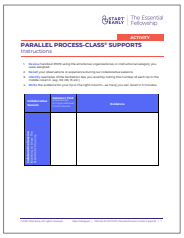
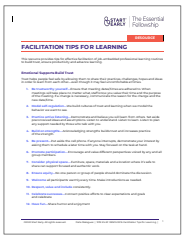
63

Documents #1022xv and #1019





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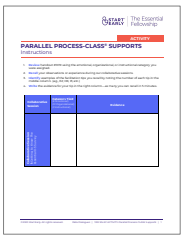
64

Documents #1022xv and #1019



Review handout #1019 using the emotional, organizational, or instructional category you were assigned.

Recall your observations or experience during the collaborative sessions: Getting to Know the Essentials, Data Dialogue, and PDSA.

Identify on handout #1022xv examples of the facilitation tips you recall by noting the number of each tip in the middle column (e.g., E2; O6; I3; etc.).

Write the evidence for your tip in the right column—as many you can recall in 5 minutes.

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65

SECTION E: Training Wrap-up

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66

Learning Objectives

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By the end of this training, you will be able to:

A. **Connect** the definitions of The Start Early Essentials to the mindsets, structures, and practices important to quality teaching and learning in early education schools/centers.

B. **Compare** how the emotional, organizational, and instructional supports that educators provide to children parallel the same supports instructional leaders provide to educators to build cultures for learning.

C. **Use** data to identify strengths and weaknesses, identify root causes, and implement a Plan-Do-Study-Act rapid improvement cycle to improve a relevant problem of practice.

D. **Apply** facilitation strategies and skills to support routines of job-embedded collaborative learning for improvement.

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67

Albert Einstein

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"Learning is experience. Everything else is just information."

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68

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69

AGENDA

DATA DIALOGUES

INTRODUCTION

SECTION A: Building Improvement

- Getting to Know The Essential 0-5 Survey—Work Session 1.1

SECTION B: Supporting Learning

- CLASS® Supports and the Parallel Process

SECTION C: The Data Dialogue Protocol for Collaborative Quality Improvement

- Data for Learning and Improvement—Work Session 1.2
- Using Data Dialogue Protocols
- Root Cause Analysis and the Plan-Do-Study-Act Cycle—Work Sessions 3.1; 3.2

SECTION D: Facilitating Collaborations for Learning

- The Benefits of Collaboration
- The Art and Skills of Facilitation

SECTION E: Training Wrap-up

- Learning Objectives Review

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LEARNING OBJECTIVES

DATA DIALOGUES

By the end of this training you will be able to:

A. **Connect** the definitions of The Start Early Essentials to the mindsets, structures, and practices important to quality teaching and learning in early education schools/centers.

B. **Compare** how the emotional, organizational, and instructional supports that educators provide to children parallel the same supports instructional leaders provide to educators to build cultures for learning.

C. **Use** data to identify strengths and weaknesses, identify root causes, and implement a Plan-Do-Study-Act rapid improvement cycle to improve a relevant problem of practice.

D. **Apply** facilitation strategies and skills to support routines of job-embedded collaborative learning for improvement.

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RESOURCE

LEADERSHIP STANDARDS AND COMPETENCIES

We fundamentally evolve the identity, role and responsibilities of early childhood administrators toward those of an instructional leader whose day-to-day practice shapes teaching and learning and ensures staff have the sustained supports essential to achieving excellence, quality and innovation of teaching and learning.

We use the term "instructional leader" broadly to encompass the different instructional leader roles that may be represented in an early childhood system. Instructional leaders include building leaders (e.g., principals and center directors) as well as other leaders with responsibilities for supervising pre-k teachers, guiding their practice and/or facilitating job-embedded professional learning (e.g., teacher leaders, master teachers, head teachers, assistant principals, assistant directors, curriculum coordinators, pre-k coordinators, education coordinators, instructional coaches and early childhood special education facilitators). Systems leaders (e.g., district leaders, grantee leaders and state leaders) also have responsibilities regarding instructional leadership. These standards are meant to apply to all such instructional leaders, though how they are demonstrated in practice may vary with their different levels of responsibilities.

Standard 1. Visionary Leadership

An educational leader promotes the success and well-being of all young children by facilitating the development, articulation and stewardship of a vision of ambitious, developmentally appropriate early education that is realized by the entire school/center community. A strong educational leader:

a. **Articulates** a vision based on knowledge and understanding of:
    1. Early childhood development and learning
    2. Ambitious and developmentally appropriate early childhood teaching and learning
    3. Family engagement in children's learning and development
    4. Kindergarten readiness as a flexibly and broadly defined concept that includes all areas of children's development and learning, with emphasis on social-emotional development
    5. Cultural competency and equitable practices
    6. Continuous practice improvement as an organizational process

b. **Develops** vision in collaboration with staff and families and builds collective understanding of the vision among all in the school/center

c. **Ensures** that the school/center vision drives decision-making, policies and constructive responses to accountability requirements

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d. **Cultivates** relational trust, community and social capital across the entire school/center and with families and the community to foster collective responsibility and collegial support for achieving the vision

e. **Cultivates** leadership among teachers, parents and community

Standard 2. Improving Teaching and Learning

An educational leader provides consistent and coherent instructional guidance and builds a strong professional learning community that collaborates to continuously improve teaching, family engagement and learning for all young children. A strong educational leader:

a. **Applies** knowledge and understanding of implementation science, school improvement research and effective job-embedded professional learning to articulate and steward continuous instructional improvement

b. **Uses** multiple contexts for job-embedded professional learning that build staff knowledge, skills and dispositions, including observation and performance feedback, peer learning and collaboration, coaching and mentoring, reflective supervision and appraisal of performance

c. **Assesses** instructional practices and the impacts on children's learning regularly to assist teachers with identifying, clarifying and addressing barriers to children's learning and development

d. **Engages** staff in collaborative and routine cycles of improvement to analyze multiple sources of data, identify root causes, set goals, plan and test small incremental changes and improvements to practices and policies

e. **Collects** and analyzes data pertinent to equitable outcomes and ensures continuous improvement cycles including attention to equity

f. **Demonstrates** effective facilitation skills during job-embedded professional learning and cycles of improvement and uses protocols to build trust among staff, to promote active and equitable participation, to ensure focused and productive dialogue and to foster inquiry, the construction of knowledge and problem solving.

Standard 3. Ambitious Instruction

An educational leader develops, articulates and ensures an ambitious and developmentally appropriate instructional program and supportive interactions among staff, children and families to promote the success and well-being of all children. A strong educational leader:

a. **Works** with the entire school/center community to develop and continuously refine a research-based framework for teaching, learning and family engagement

b. **Ensures** that all adults endorse and use early learning and development standards, curriculum and assessment information about children's progress to intentionally plan for children's learning

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c. **Ensures** teachers reflect on and plan intentionally for their role in providing children with emotionally supportive, organized and instructionally meaningful interactions

d. **Supports** staff to apply principles of universal design for learning to meet the needs of diverse learners

e. **Supports** staff to individualize and differentiate instruction to meet the needs of each child

f. **Supports** staff to collaborate in designing, implementing, evaluating and refining curriculum and instruction to support the learning of all children

g. **Supports** staff to make decisions about curriculum and instruction based on practice standards and data, learning standards and data, the expertise of peers, a respect for diversity and the recommendations of research and learned societies

Standard 4. Family Engagement

An educational leader promotes the success and well-being of all young children by engaging families as knowledgeable partners in children's learning and development, responding to diverse family interests, strengths and needs. A strong educational leader:

a. **Applies** knowledge and understanding of effective frameworks and strategies to engage families

b. **Builds** and sustains positive relationships with families with respect for diversity

c. **Structures** opportunities for families to regularly contribute their knowledge and perspectives to enhance teaching and learning for their children

d. **Guides** staff to work cohesively across home and school/center to support children's participation, health, learning, development and kindergarten readiness

e. **Cultivates** strong ties with elementary schools/staff and actively supports families, children and teachers to make successful kindergarten transitions

Standard 5. Supportive Learning Environment

An educational leader ensures a positive, supportive learning climate wherein all staff hold high expectations for children's learning and development and build supportive relationships with each other, with children and with their families to support children's successful approaches to learning and capacity to persist with ambitious curriculum and instruction. A strong educational leader:

a. **Establishes** policies and attends to their implementation daily to ensure all adults in the school/center community create consistently supportive culture, relationships and learning environments

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b. **Models** positive, supportive, linguistically and culturally competent interactions and relationships with children, families and staff

c. **Supports** all adults with creating a positive emotional climate allowing children to consistently feel safe, liked, able to build relationships and actively explore

d. **Guides** staff to develop personalized relationships and social-emotional supports for children to enable them to meet high expectations

e. **Assists** staff in using positive behavioral guidance strategies and proactive social, emotional and behavioral supports

f. **Ensures** that each child is treated in a fair, respectful and unbiased manner and with an understanding of his or her culture and context

g. **Supports** teachers to create physical environments that are comforting and organized and that promote learning through play

Standard 6. Effective Management

An educational leader promotes the success and well-being of all young children by effectively and efficiently managing school/center operations and resources while maximizing time for instructional leadership to ensure a safe, supportive and effective educational environment. A strong educational leader:

a. **Ensures** instructional leadership team has adequate time, expertise and support to provide instructional guidance to early childhood teachers and to facilitate their ongoing professional learning and practice improvement

b. **Connects** varied accountability demands to the school/center vision and policies and articulates with staff the corresponding professional responsibilities

c. **Uses** effective communication skills and practices inclusive problem solving and decision-making

d. **Demonstrates** savvy with school calendars, schedules, staffing and resources to ensure routine protected time for teacher collaboration and professional learning

Standard 7. Ethical Leadership

An educational leader promotes the success of all young children by acting with integrity and fairness and in an ethical manner, confronting inequality and bias, ensuring equity and valuing diversity. A strong educational leader:

a. **Applies** knowledge and understanding of professional codes of ethics

b. **Addresses** matters of equity and cultural responsiveness in practice discussions to inspire others to higher levels of performance

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c. **Models** self-awareness, reflective practice, transparency and ethical behavior

d. **Treats** people fairly, equitably and with dignity and respect

e. **Demonstrates** appreciation for and sensitivity to the diversity of staff, children and families in the school/center community

f. **Considers** the impact of one's administrative practices and responses to accountability demands on others

These standards are informed by The Essential 0-5 Survey organizational supports for improvement, a research-based framework and Start Early's research and development work to adapt and apply this framework in early learning settings.[1] They are aligned with the National Policy Board for Educational Administration's Professional Standards for Educational Leaders, the Illinois Performance Standards for School Leaders and the Oregon Educational Leadership/Administrator Standards.

[1] Pacchiano, D., Klein, R., and Hawley, M.S. (2016). "Reimagining Instructional Leadership and Organizational Conditions for Improvement: Applied Research Transforming Early Education." Ounce of Prevention Fund.

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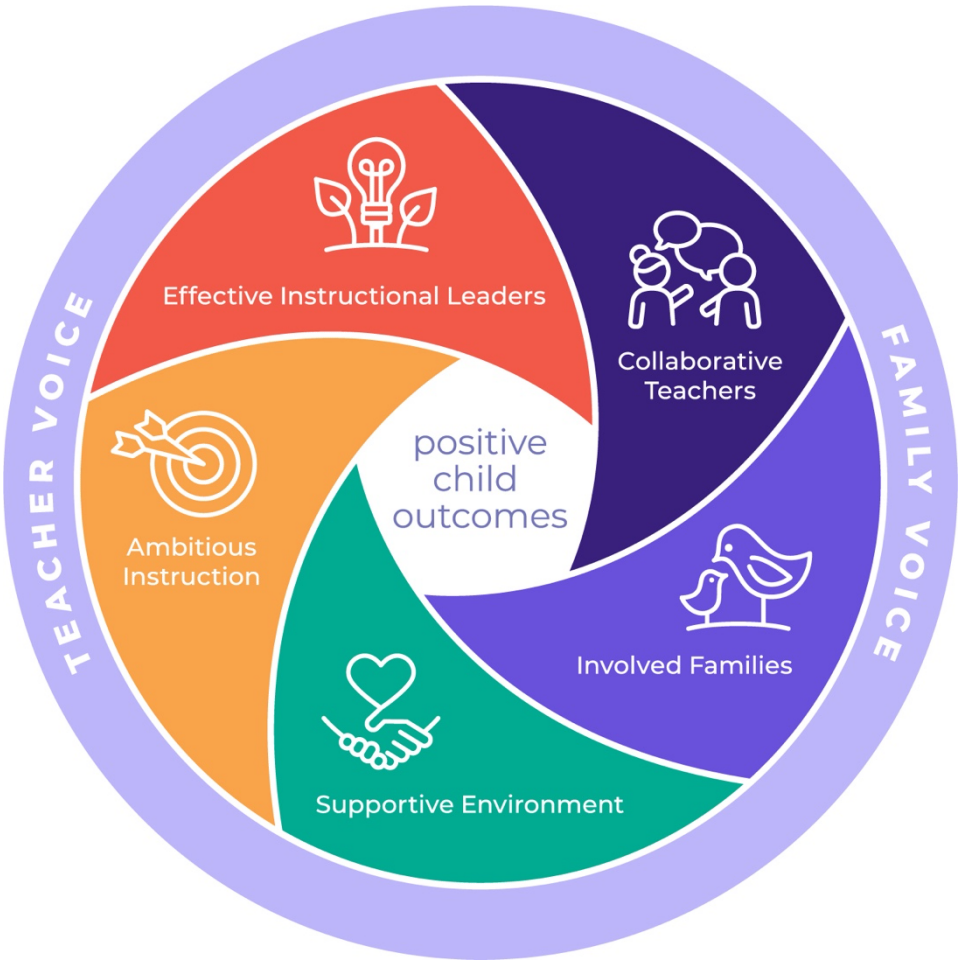
Start Early Essentials Definitions



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EFFECTIVE INSTRUCTIONAL LEADERS

In programs where the Effective Instructional Leaders Essential is strong, leadership positively impacts teaching, children's learning, and engagement of families through a strong, purpose-driven vision for developmentally appropriate and ambitious early childhood education. Leaders strategically focus on children's healthy development and early achievement. Their vision is grounded in child development science and developmentally effective teaching and learning. They ensure that staff and families can work together to understand and advance the vision; everyone participates in creating a strong professional community. In daily interactions, leaders advance a climate of mutual trust and respect, focused on improving children's learning. They galvanize all resources, staff, and program operations to sustain a culture of high expectations for excellence and program improvement. They advance educational equity and culturally responsive practices at all levels. They practice shared decision-making and cultivate leaders among teachers, families, and the community. They hire staff who strive for continuous improvement and ambitious outcomes for children and families. They support the professional advancement for all staff.

COLLABORATIVE TEACHERS

In programs where the Collaborative Teachers Essential is strong, leaders champion professional collaboration as the pathway to excellent early childhood education. Leaders build professional capacity through ongoing, job-embedded professional learning opportunities. They protect frequent and routine times to facilitate and participate in staff collaborations to define strategies for improvement and solve organizational problems that impede progress. They advance improvement efforts with supervisory resources, positive and trusting relationships, and strengths-based performance feedback. Data is consistently used to reflect on evidence-based practices and to improve children's learning and healthy development. All staff are invested in their own and in their colleagues' professional growth. They are active partners with families for continuous program improvement and high-quality, responsive teaching.

INVOLVED FAMILIES

In programs where the Involved Families Essential is strong, all work is undergirded by the belief that partnerships with families are critical to the staff's effectiveness and children's success. Children do not exist alone; they are members of families who live in communities. When families, schools, and communities focus collectively on children's needs from birth to their independent careers, children are healthy, competent, and motivated learners who realize long-term social and academic success. Early home-school partnerships build each family's capacity to become effective advocates for their child's needs to ensure positive experiences in school and life. Systematic approaches by an entire staff nurture responsive, trusting, and mutually respectful relationships with families that motivate engagement. Staff value families' perspectives and participation; they are willing to be influenced by families and work with them in developing and achieving goals that support each child and family. Decisions are made collaboratively, and everyone works cohesively across home and school to support children's attendance, health, learning, and development. All staff cultivate strong ties with elementary schools to actively support successful kindergarten transitions. Through referrals and connections to community resources, staff work to reduce material hardships, promote well-being, and maximize each family's capacity to engage with their child's learning and development. By building social networks among families, staff reduce isolation, increase social-emotional supports, and expand life and learning opportunities that strengthen families and entire communities.

SUPPORTIVE ENVIRONMENT

In programs where the Supportive Environment Essential is strong, all staff work together to create the most emotionally supportive and developmentally appropriate learning environment they can for young children and their families. For children to learn and flourish, they need child-centered environments where they feel safe and liked. Supportive environments are critical so that children develop positive self-images, trust in others, and learn successfully and eagerly. Leaders ensure that resources and policies consistently support child-centered learning environments. All adults attend to effective use of physical space and materials daily, and they provide a daily structure and reassuring routines. Group size, teacher-to-child ratio, and continuity of care are maintained. A Supportive Environment likewise supports every adult to maintain mutually trusting relationships with one another, and to create consistently safe, responsive, and nurturing climates that allow children to build positive relationships and actively explore. Teachers are responsive to children's individual needs, both emotional and intellectual. They hold high expectations for children's capacity to explore, engage, build friendships, and develop persistence.

AMBITIOUS INSTRUCTION

In programs where the Ambitious Instruction Essential is strong, leaders and staff hold strong commitments to crafting inquiry-based and developmentally appropriate early learning experiences that help children achieve comprehensive development and learning goals. All adults endorse and use early learning and development standards, population-specific learning goals (e.g., special needs, dual language learners, and other special populations), and assessment information to examine children's progress. They are provided guidance that articulates and refines the "what" and "why" of inquiry-based teaching and learning. This guidance scaffolds teachers to **(a)** plan enriching explorations that build on children's prior knowledge and experiences, and target social-emotional development and academic content and skills (early literacy, math, science, and the arts); **(b)** differentiate instructional goals, materials, and activities; and **(c)** reflect and plan intentionally to facilitate learning through interactions that are emotionally supportive, organized, and instructionally meaningful, and that support cultural awareness and sensitivity. All staff partner with families to extend meaningful learning experiences both at home and at school. Systems for continuous practice improvement use research-based curricula and assessments that are coordinated and coherent across the program. While teachers may have discretion about how these resources are used, teaching effectiveness depends on reflective communities of practice and reflective supervisory dialogue and feedback to support transfer to practice.

FAMILY VOICE

In programs where the Family Voice Essential is strong, families have a strong and valued voice within the early learning community. Thanks to regular and purposeful communication from leaders and staff, parents and guardians are familiar with the program's purpose-driven vision for early learning and the specific strategies employed to realize that vision. Leaders, teachers, and staff speak with parents as peers and communicate the value of high-quality early learning. Teachers and parents work together as partners in children's education, and they use data, observations, and shared understandings of individual children's needs to make decisions. Parents also extend classroom learning at home with structured and purposeful activities provided by their child's teachers. Leaders and teachers create leadership opportunities for parents that leverage parents' unique strengths and involve them in decision-making within and beyond the classroom. Parents assume these leadership roles, develop their leadership and advocacy skills, and can articulate the ways in which they influence the program.

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ACTIVITY

THE CLASSROOM ASSESSMENT SCORING SYSTEM® (CLASS®)
Supports

Overview

What Does the Classroom Assessment Scoring System® (CLASS®) Measure and Why Is It Important?

The CLASS focuses on the quality of teacher-child interactions and is organized to assess three broad domains of interactions among teachers and children: emotional support, classroom organization and instructional support. Within each domain are dimensions (listed below) that capture more specific details about teachers' interactions with children. Collectively, the 10 dimensions assess the extent to which teachers are effectively supporting children's development, both socially and academically.

The CLASS dimensions are based on developmental theory and extensive research, which has shown that interactions between children and adults are the primary way to support children's development and learning. Large-scale observation studies showed that effective, engaging interactions form the foundation for all learning in early childhood classrooms.

CLASS Domains and Dimensions

Emotional Supports Domain	Classroom Organization Domain	Instructional Supports Domain
▪ **Positive Climate** ▪ **Negative Climate** ▪ **Teacher Sensitivity** ▪ **Regard for Student Perspectives**	▪ **Behavior Management** ▪ **Productivity** ▪ **Instructional Learning Formats**	▪ **Concept Development** ▪ **Quality of Feedback** ▪ **Language Modeling**

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CLASS Scoring Overview

CLASS is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a seven-point scale, from low to high. This is true for all the dimensions except the Negative Climate dimension, which is scored in the opposite way. For Negative Climate only, a low score shows that negative interactions such as harsh tone or punitive control are either not present or happen very infrequently in the classroom. Each dimension description in the CLASS manual provides a detailed explanation to help determine the specific scoring.

Scores of 1–2 mean the quality of teacher-child interactions is low. Classrooms with poor management of behavior, teaching that is purely rote or lack of interaction between teachers and children would receive low scores.

Scores of 3–5, the midrange, are given when classrooms show a mix of periods of effective interactions and periods when interactions are not effective or are absent.

Scores of 6–7 mean effective teacher-child interactions are consistently seen throughout the observation period.

CLASS Domains and Dimensions-~~E~~ducator-~~C~~hild Activity

- **Read** the general descriptions of each domain in its blue box below.
- **Read** the questions in the grey areas.
- **Answer** the question you've been assigned in the blank column.

Emotional Supports Domain:

Emotional supports assess the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions. Observations provide evidence that teachers and children support and respect one another. Teachers are aware of and respond to children's academic and emotional needs, and consistently provide comfort, reassurance and encouragement. There is an emphasis on children's interests, motivations and points of view.

Dimensions	Educator->Child supports What can effective educators do to provide emotional supports in their classroom?	Instructional leader->Educator supports What can effective instructional leaders provide to build trusting relationships for learning?
▪ **Positive Climate** ▪ **Teacher Sensitivity** ▪ **Regard for Student Perspectives** (The dimension of Negative Climate has been purposely removed for this activity.)		

Classroom Organization Domain:

Classroom organization assesses classroom routines and procedures related to the organization and management of children's behavior, time and attention in the classroom. High-scoring classrooms feature consistent schedules, well-designed learning centers in which materials are accessible to children, established routines and positive, proactive behavior-guidance strategies. Staff work together as a team. Classrooms with these characteristics give children a sense of stability and predictability that supports exploring, thinking about and learning new things.

Dimensions	Educator -> Child supports What can effective educators do to provide organizational supports in their classrooms?	Instructional leader->Educator supports What organizational supports can effective instructional leaders provide to collaboratively address problems or challenges of teaching practice?
▪ **Behavior Management** ▪ **Productivity** ▪ **Instructional Learning Formats**		

Instructional Supports Domain:

Instructional supports assess how teachers implement the curriculum to effectively promote cognitive and language development. This domain measures how teachers support and extend children's thinking, problem solving, conversational skills and vocabulary. Effective teachers support children's engagement by making concepts and skills relevant to their everyday lives, asking questions that encourage children to analyze and reason, providing the right amount of help and offering feedback that acknowledges children's attempts.

Dimensions	Educator -> Child supports What can effective educators do to provide instructional supports in their classrooms?	Instructional leader->Educator supports What can effective instructional leaders provide to help educators reflect on teaching practice and increase learning and competence?
▪ **Concept Development** ▪ **Quality of Feedback** ▪ **Language Modeling**		

Adapted from National Center on Quality Teaching and Learning. (Summer 2013). "Improving Teacher-Child Interactions: Using the CLASS in Head Start Preschool Programs." National Center on Quality Teaching and Learning. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-the-class-in-hs-preschool-programs.pdf

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TOOL

DATA DIALOGUE, ROOT CAUSE ANALYSIS, AND ACTION PLANNING PROTOCOL – CLASS® DATA

Using CLASS® Data for Continuous Learning and Improvement

School/Site: _____. Classroom(s):_____

Teachers: _____

Date(s) of observations: ___/___/____ -___/___/___

INTENTION, DISPOSITION, AND MINDSET

Please read this page together. (3 minutes)

Purpose: To **collaboratively analyze data** about teaching, which will inform our collective professional learning and improvement goals and our plans for actionable improvement steps. We will work together to learn and improve as a team and a school/center.

It's All About Data:

- **Using** data to inform teaching and learning is increasingly important in our field and to the development of the early childhood education profession.
- **Data** is not just about reporting results and using them for monitoring. Data can also be analyzed and used for continuous learning and improvement of our practice.
- **Continuous learning and improvement** are day-to-day essential aspects of professionalism and are critical to ensuring effective teaching and positive outcomes for all children and families.
- Data can help us:
  - **Identify** and understand our specific teaching strengths and weaknesses
  - **Plan action steps** for practice improvement
  - **Track and learn** from our improvement efforts
- **Collaboratively analyzing** data, identifying root causes of weaknesses or problems of practice, planning actionable improvement steps, and learning from our efforts—as we will do today and in the future—help us:
  - **Gain** a more complete and shared understanding of what the data means
  - **Create** a shared understanding of the standards of quality to which we all aspire
  - **Increase** individual ownership of program-improvement goals and plans
  - **Create** greater collective responsibility for improvement of teaching quality in our school and of the outcomes for children and families

Our Commitment: It is with this mindset that we enter into dialogues about data collected from our classroom practice and confirm our intention to use data for continuous learning and improvement in our daily practice and to enhance the quality of our school/center.

DATA DIALOGUE, ROOT CAUSE ANALYSIS, AND ACTION PLANNING PROTOCOL

Overview (2 minutes)

To support a collaborative process of data analysis and use for improvement, our team will follow a protocol that uses three parts. Let's review the outline of each part below:

PART I: Data Dialogue

(45–50 minutes)

Phase 1: Prepare

Identify the particular tool and data we will discuss, review what the tool measures—and doesn't measure—and think about how our team can learn and improve our practice based on the data that is available from this assessment tool.

Phase 2: Review the Data—Just the Facts

Observe summary scores or data from the tool and the strengths and needs for improvement they indicate.

Phase 3: Dig Deeper into the Data

Look closely at the data, examine potential relationships between items, and notice circumstantial factors in order to identify specific strengths and needs for learning and improvement.

Phase 4: Identify Strengths and Weaknesses

Identify strengths and weaknesses indicated by the data and connect how improvement action could impact the Start Early Essentials conditions for improvement at our site.

PART II: Root Cause Analysis

(45–60 minutes)

Collaborate to link data to problems of practice/weaknesses; predict potential root causes that contribute to those weaknesses/problems of practice.

PART III: Action Planning

(35–45 minutes)

Plan and implement a rapid improvement cycle test using a Plan-Do-Study-Act method.

PART I: Data Dialogue

(40–50 minutes)

Note to facilitator: Consider waiting to distribute data until Phase 2.

Phase 1: Prepare (3 minutes)

Reflect and Discuss

1. **Thoughts**, questions, or wonderings I have about the CLASS® assessment tool:

2. **Questions or possibilities** that the CLASS® assessment tool and the available data present for my continuous learning and improvement:

Phase 2: Review the Data—Just the Facts (10–15 minutes)

Classroom Assessment Scoring System® (Class®) Data Tables

COLOR KEY: DOMAIN DIMENSION

DOMAIN and DIMENSION SCORES	HEAD START GRANTEE NATIONAL AVERAGE SCORE 2019	SCHOOL/CENTER or DISTRICT AVERAGE SCORES	CLASSROOM SCORES
Emotional Support	6.05		
Positive Climate	579		
Negative Climate (low score is good)	1.07		
Teacher Sensitivity	5.87		
Regard for Student Perspectives	5.43		
Classroom Organization	5.79		
Behavior Management	5.99		
Productivity	6.09		
Instructional Learning Formats	5.29		
Instructional Supports	2.91		
Concept Development	2.43		
Quality of Feedback	2.88		
Language Modeling	3.42		

Reflect and Discuss (An individual classroom's scores may be shared with the whole group at the discretion of that classroom's educator[s].)

1. I **observe** that the following are areas of relative strength for my classroom, and for my school/center:

2. I **observe** that the following are areas of relative weakness in my classroom, and in my school/center:

3. What **surprises, questions, or wonderings** can I note?:

Phase 3: Dig Deeper into the Data (15 minutes)

Reflect and Discuss:

1. Relationships between items I **notice**:

2. Contextual or circumstantial factors I **notice**:

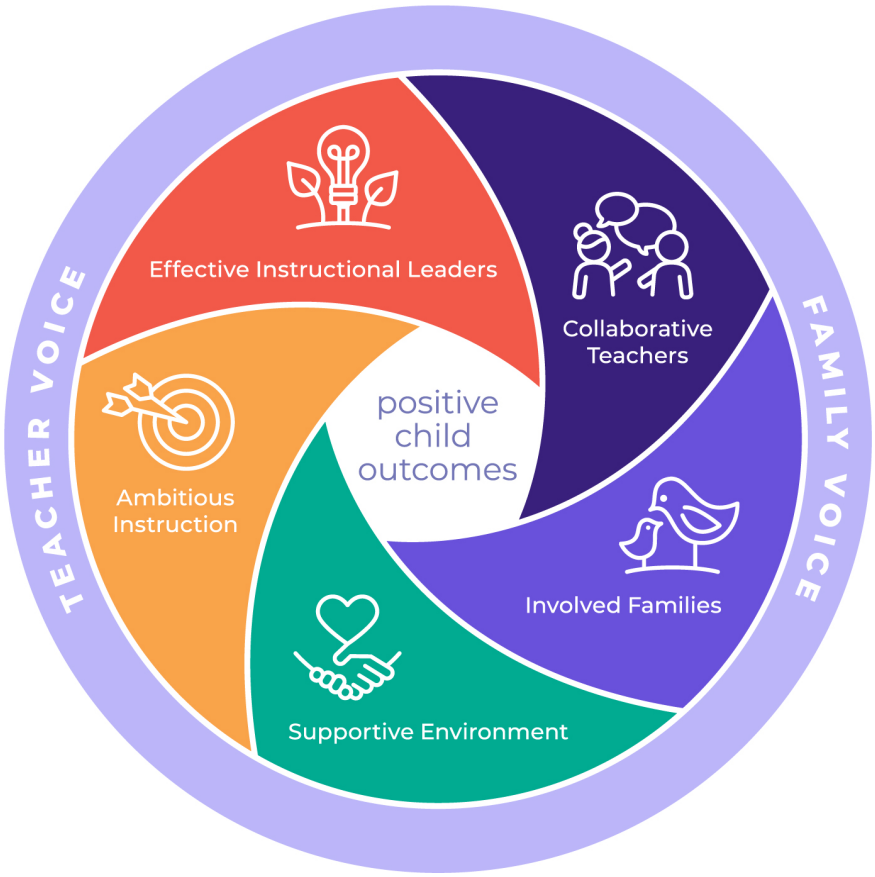
3. **Questions, surprises, or wonderings** about the scores I am able to answer:

Phase 4: (10 minutes)

DOMAIN	SUMMARY OF STRENGTHS	SUMMARY OF WEAKNESSES
Emotional Supports		
Organizational Supports		
Instructional Supports		

1. **Whole group discussion**
   (5 minutes):

   How would each of The Essential 0-5 Survey be impacted, either directly or indirectly, by improvement action in the areas of identified weakness?



PART II. Root Cause Analysis

(45–60 minutes)

Step 1. (10–15 minutes)

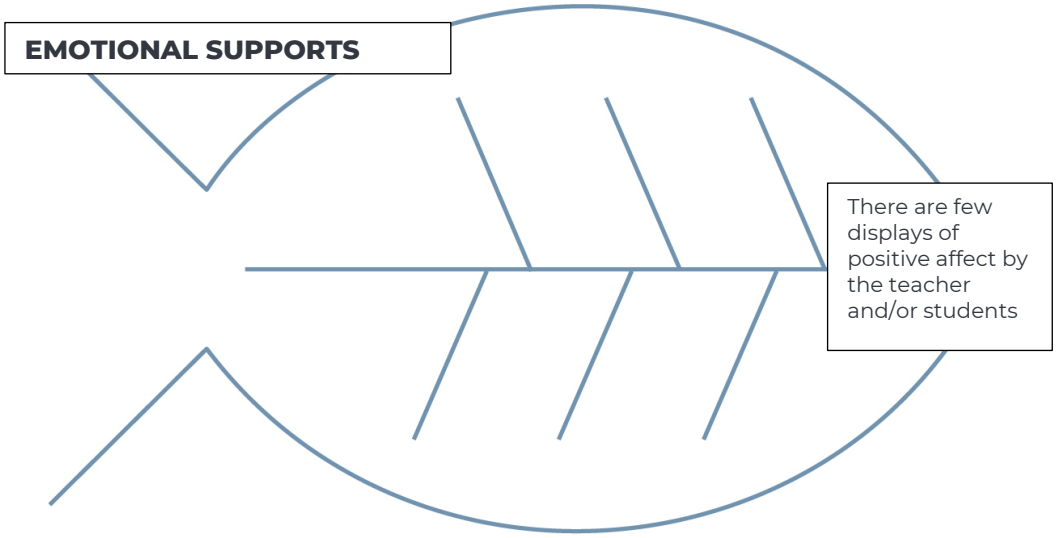
1. **Organize:** Divide into 3 teams. Assign one Domain to each team.
2. **Reflect and discuss in teams:** Identify one specific problem of practice/weakness in one of the Dimensions within your assigned Domain.
3. Once a problem of practice/weakness is identified, **frame the weakness as a problem statement.** Be very specific so it will be easier to drill down on root causes contributing to the problem of practice. Example for Positive Climate: "There are few displays of positive affect by the teacher and/or students."

DOMAIN & DIMENSIONS	PROBLEM OF PRACTICE/WEAKNESS TO ROOT CAUSE
Emotional Supports Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	
Classroom Organization Behavior Management Productivity Instructional Learning Formats	
Instructional Supports Concept Development Quality of Feedback Language Modeling	

Step 2. Root Cause Analysis Using the Fishbone Diagram (25–30 minutes)

DIRECTIONS to predict possible root causes for the problem of practice/weakness:

1. Draw the outline of a fish for your assigned Domain on chart paper. Label the chart paper with the Domain assigned to your team, per the example below. Draw in the bones of the fish. State the identified problem of practice on a sticky note and place it on the nose of the fish. See the example below.

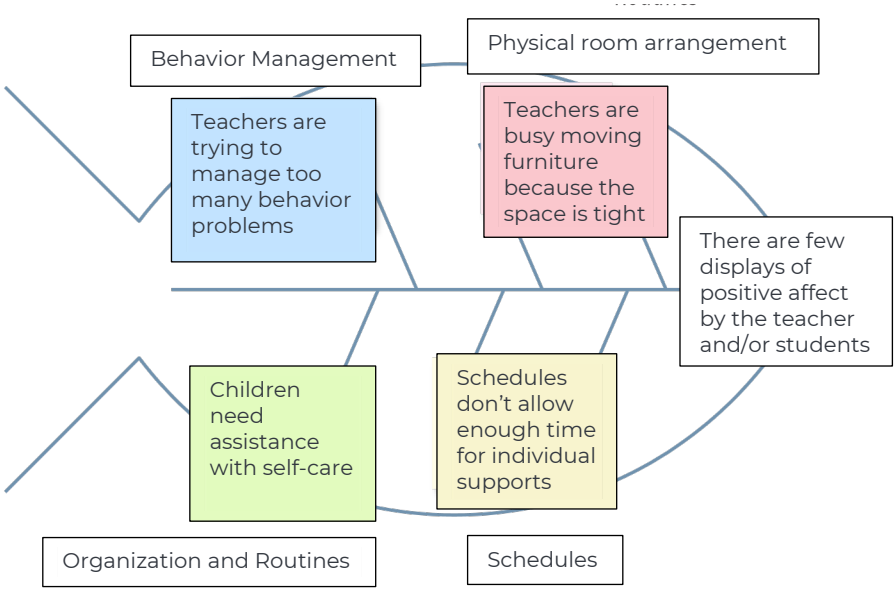


2. Now that you have identified one problem of practice/weakness for your assigned Domain, **brainstorm potential root causes** for or contributing factors to the problem. Write each potential root cause on a separate sticky note. Brainstorm as many root causes or contributing factors as possible. Try to dig deeply and be specific; avoid generalities. For example, you would say "Teachers don't get on eye level with children when talking to them" rather than "Teachers don't engage."

   NOTE: Focus on the underlying causes for the problem of practice/weakness; you are not yet considering solutions or strategies.

3. **Group the sticky notes into categories,** e.g., Behavior Management, Physical Room Arrangement, Organization and Routines, etc. Label the bones of the fish with the categories and place the sticky notes on the bones in their appropriate categories. See the example below.

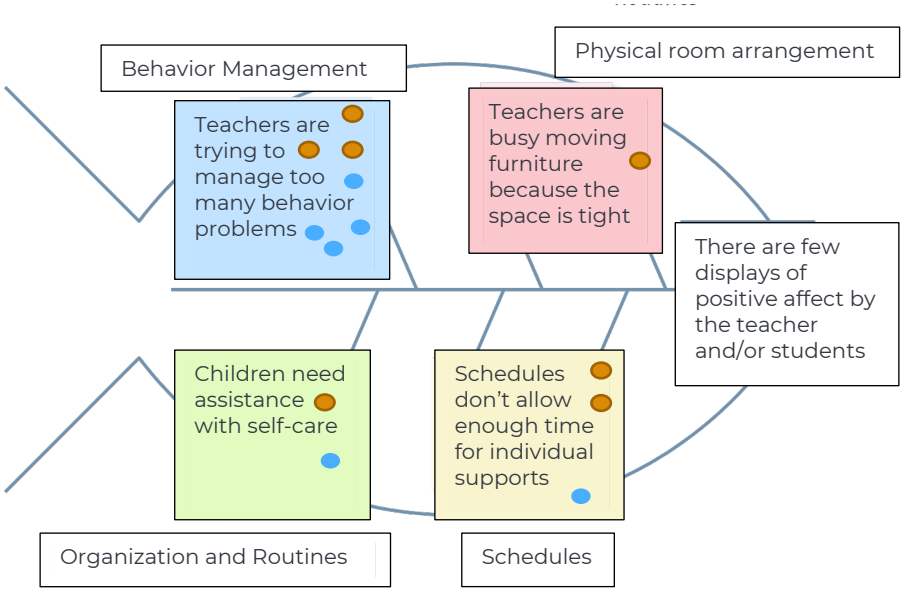
EMOTIONAL SUPPORTS



4. **Teams discuss and prioritize:** Each person will use two different colored stickers or markers (e.g., blue and orange) to cast two votes. Cast one vote each for the root cause that is:
    a) Blue: most directly connected to the problem of practice/weakness, and
    b) Orange: one that your school/center can work to improve with minimal effort

    NOTE: You may put both colors on one root cause if you think it applies to both.

EMOTIONAL SUPPORTS

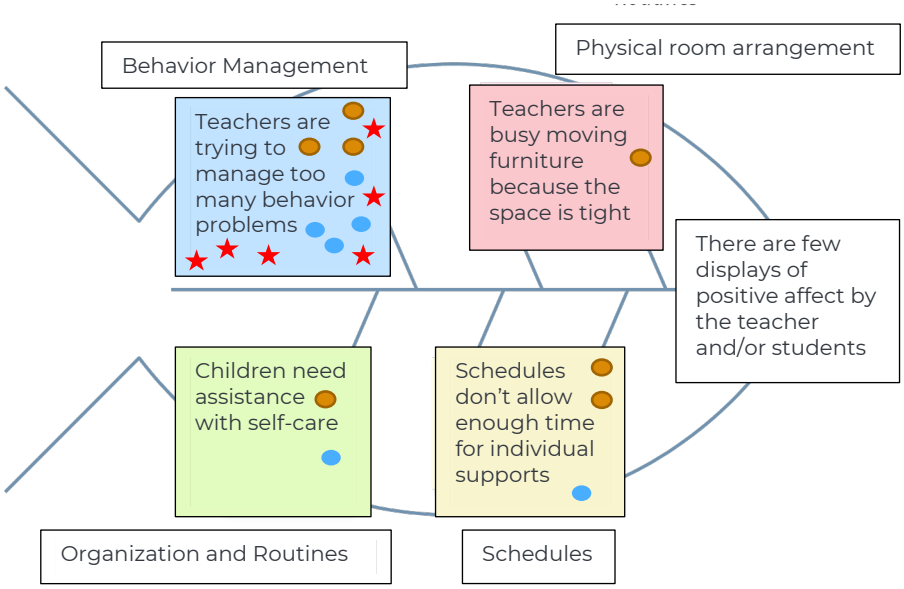


5. **Count the votes and identify** the root cause that received the most votes for being **both**: most directly related to the problem of practice/weakness **and** positively impacted with minimal effort.

   Each team now **shares out** the work they did on their assigned fish:
   - The problem of practice
   - Categories of root causes
   - Root cause that was prioritized by getting the most votes for **both** contributing most directly to the problem of practice **and** being positively impacted with minimal effort.

EMOTIONAL SUPPORTS

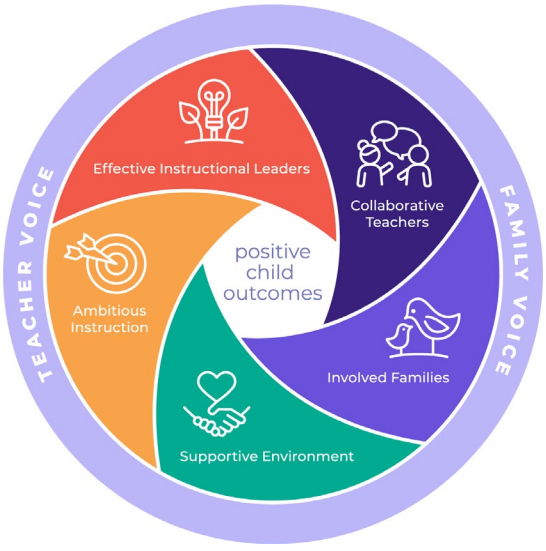
6. **Walk about and vote.** Everyone walks around the room to view the three fishbone diagrams, the reflections of other teams' work. Each person now votes with a new sticker or symbol on one of the three prioritized root causes that was identified as ***both*** directly related to the problem of practice ***and*** able to be improved with minimal effort.



7. **Tally the votes.** The root cause that received the most votes will become the focus for improvement action by our whole school/center. Celebrate!

   We are ready to plan our small tests for improvement using the Plan-Do-Study-Act (PDSA) protocol.

8. **Whole Group Reflection**
   What Start Early Essential(s) will be most affected, either directly or indirectly, by the improvement focus we have prioritized?



PART III. Action Planning Using the Plan-Do-Study-Act Rapid Improvement Cycle

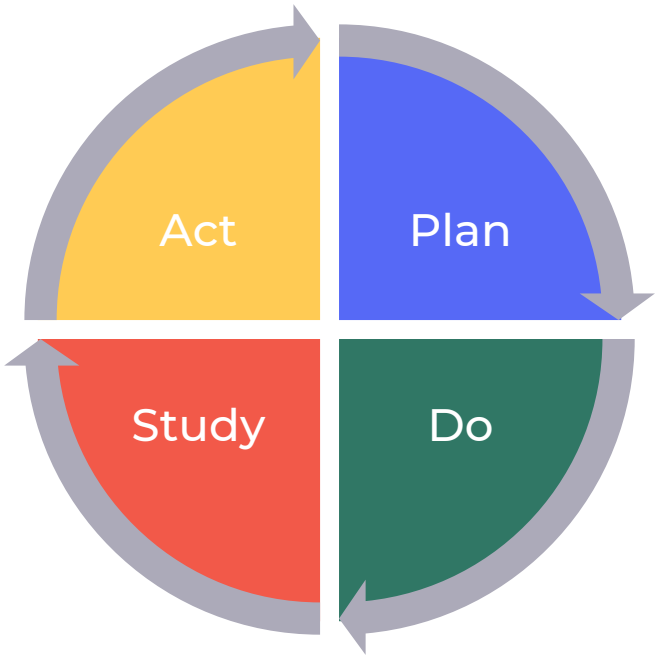
Now that we have narrowed down the focus of our improvement efforts to a specific improvement action, we can begin to plan action steps using the Plan-Do-Study-Act rapid improvement cycle.

What is a Plan-Do-Study-Act (PDSA) rapid improvement cycle?

The Plan-Do-Study-Act (PDSA) cycle is a structured, continuous quality improvement (CQI) method that identifies the most important reasons for change; it translates ideas and intentions into action. As such, the PDSA cycle and the iterative (adjustments over time) tests of small change(s) are central to many CQI approaches for improvement.

The added value of the PDSA cycle is the learning that occurs through the rapid small-scale tests of change; hence, the intended outcome of PDSA is learning for informed action.

Use the Plan-Do-Study-Act template to begin your rapid improvement cycles.



Follow these steps to use the **PLAN-DO-STUDY-ACT** rapid improvement cycle:

1. Keep your fishbone diagrams close at hand to refer to the:
   - Domain you chose to focus improvement action
   - Problem of practice/weakness you chose for that Domain
   - Root causes

2. Your school/center will now use the 3 items, listed above, to identify strategies for improvement in your first 30-day PDSA cycle. Just follow the instructions on the PDSA template, document #107. Remember that the entire school/center will work on the same overall aim of the improvement effort, but the strategies could look different across classrooms or by role or function.

3. For example, if the overall aim of your improvement effort is to improve communication between teachers and families across your entire school/center, the overall problem of practice and root cause will be the same for the entire school/center. However, the **DO** (small change strategies) that you will test may look different for each classroom, front office, support staff, or the principal/director. They could also look the same for certain people; you can make that decision together.

4. You will test your small action step(s), or change(s), over the next 30 days. It is extremely important to ensure you gather data about what you are learning. As a group, you will need to decide on the data you will gather as you test your small change(s). It should be a simple data collection plan, such as keeping your own notes on the small change(s) you tested. You will need that information when you come together with your colleagues for your 30-day check-in to determine whether your small changes were effective. You can also revisit your fishbone diagrams to adjust your action steps or to choose new root causes to test. This is the iterative process.

5. Remember, if your small change was effective, that's good. But what is most important is, What did we **LEARN**? The learning is what builds high-quality and improved outcomes for children. And learning brings joy to our work.

6. Identify and protect the date and time on the school/center calendar for conducting a 30-day check-in for the Study and Act sections of the **Plan-Do-Study-Act** cycle. That meeting will also serve to begin another 30-day PDSA continuous quality improvement cycle.

DATE:_____ TIME:_____ LOCATION:_____

RESOURCE

The Essential Fellowship

Pre-K CLASS® Dashboard–Program ABC

Classroom	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspectives	**Emotional Support**	Behavior Management	Productivity	Instructional Learning Formats	**Classroom Organization**	Concept Development	Quality of Feedback	Language Modeling	**Instructional Support**
101	7	1	5.8	6	6.2	6	6	5.8	5.9	4.2	4.5	4.5	4.4
102	5	2	4	4	4.5	4	5.8	5.8	5.2	2.3	2.2	3.1	2.5
103	6.5	1	6.5	6.5	6.4	5.9	5.8	4	5.2	3	3	3	3
104	4	2	3.7	4	4.2	4	4	5.5	4.5	2	2	4	2.7
105	7	1	6	6	6.3	6	6	6	6	2.1	2.3	2	2.1
Average	5.9	**1.4**	**5.2**	**5.3**	**5.5**	**5.2**	**5.5**	**5.4**	**5.4**	**2.7**	**2.8**	**3.3**	**2.9**

6.0-7.0 High Levels of Support
3.0-5.9 Mid Levels of Support
0-2.9 Low Levels of Support

Note: The darker columns refer to the CLASS Domains and the lighter columns refer to the CLASS Dimensions.

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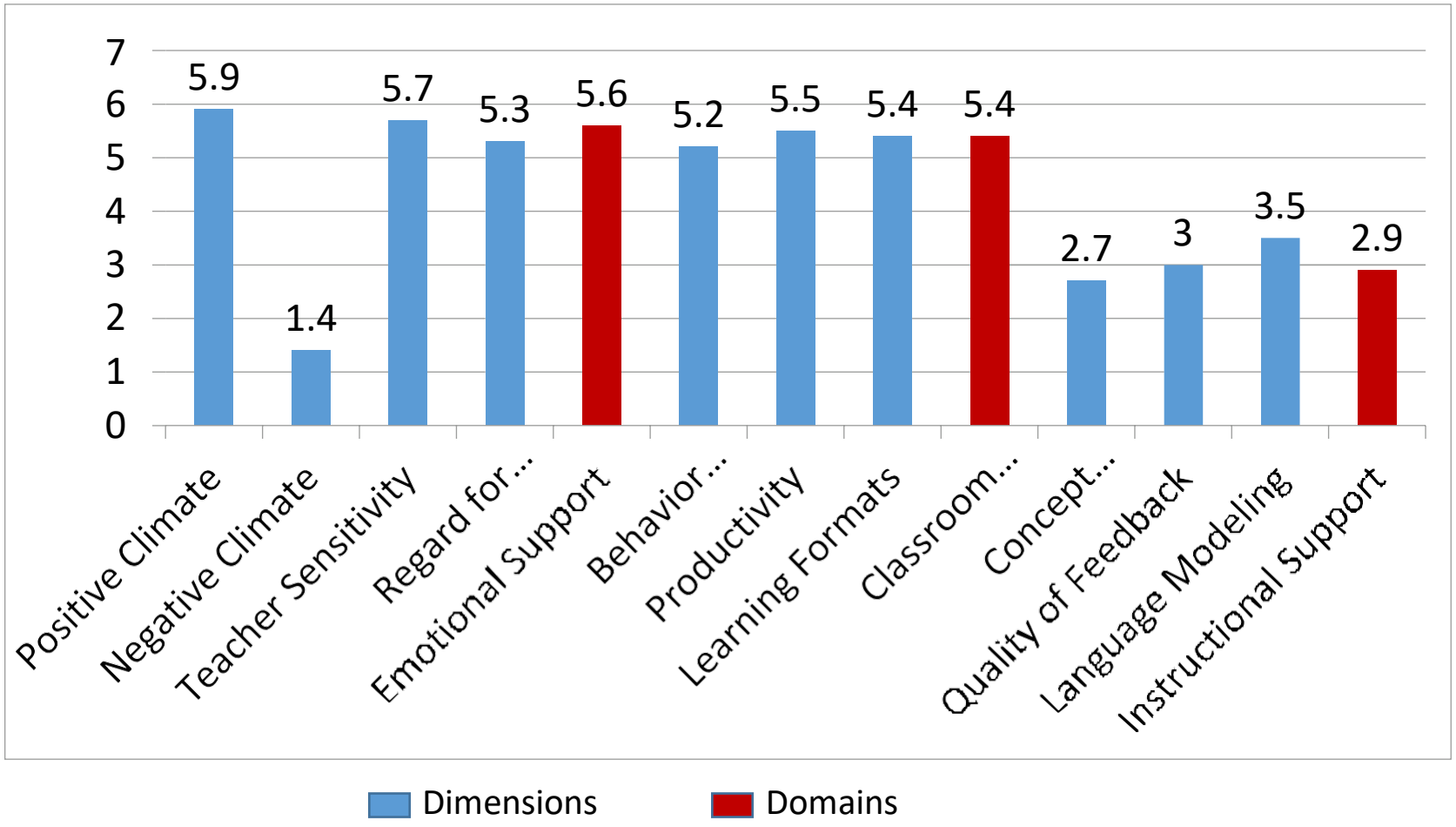
RESOURCE

The Essential Fellowship
Program ABC Pre-K CLASS® Graph



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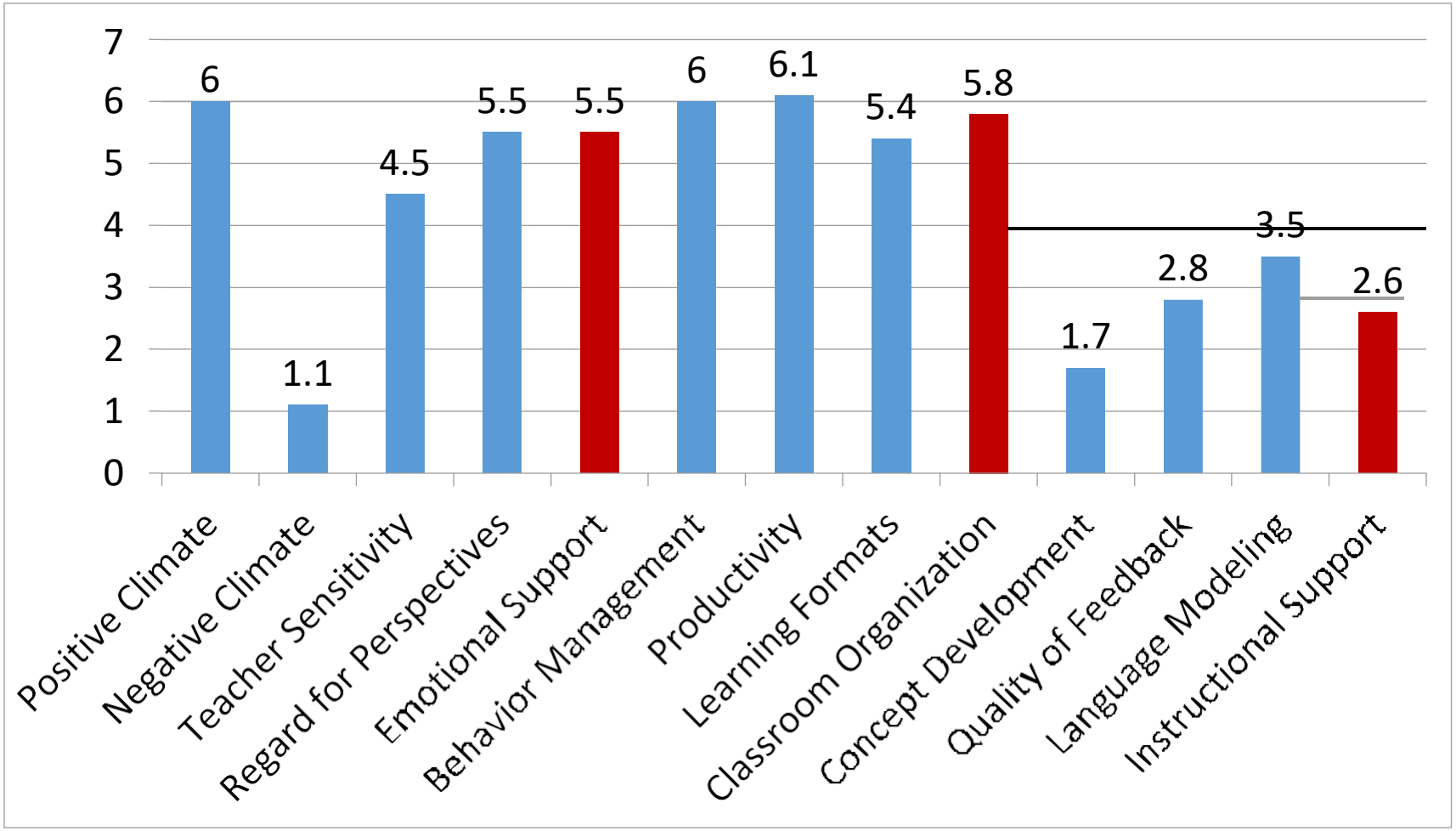
Classroom 101 Pre-K CLASS® Graph



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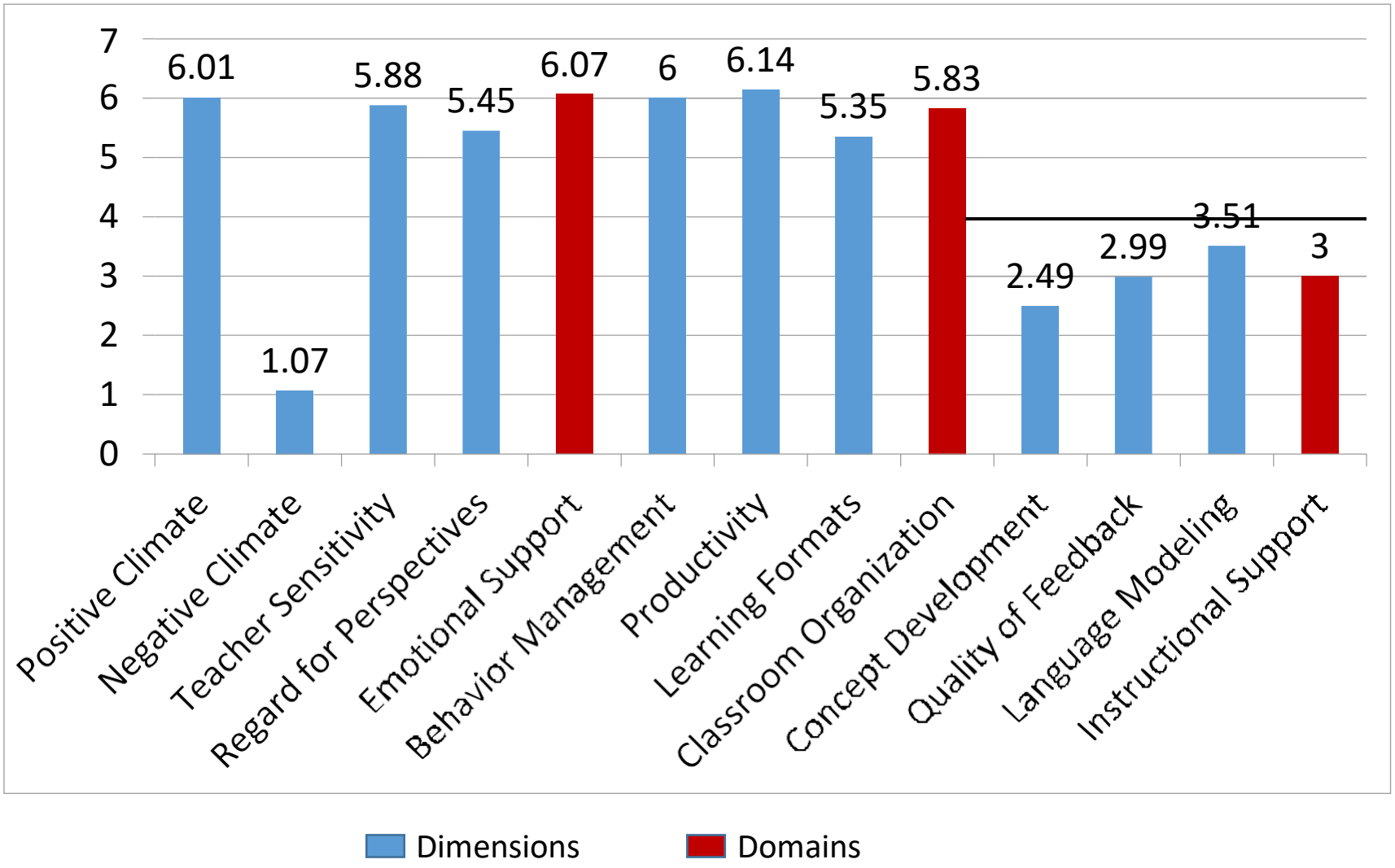
2017 National OHS CLASS® Averages[1]



[1] Office of Head Start. (2017). "A National Overview of Grantee CLASS® Scores in 2017." https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/national-class-2017-data.pdf (accessed June 29, 2018).

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TOOL

DATA DIALOGUE, ROOT CAUSE ANALYSIS, AND ACTION PLANNING PROTOCOL – ECERS DATA

Using ECERS-3 Data for Continuous Learning and Improvement

School: _____ Classroom: _____

Teachers: _____

Date(s) of observation ___/___/___ ___/___/___ ___/___/___ Today: ___/___/___

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INTENTION, DISPOSITION, AND MINDSET

Please read this page together. (3 minutes)

Purpose: To **collaboratively analyze data** about teaching, which will inform our collective professional learning and improvement goals and our plans for actionable improvement steps. We will work together to learn and improve as a team and as a school/center.

It's All About Data:

- **Using** data to inform teaching and learning is increasingly important in our field and to the development of the early childhood education profession.
- **Data** is not just about reporting results and using them for monitoring. Data can also be analyzed and used for continuous learning and improvement of our practice.
- **Continuous learning and improvement** are day-to-day essential aspects of professionalism and are critical to ensuring effective teaching and positive outcomes for all children and families.
- Data can help us:
  - **Identify** and understand our specific teaching strengths and weaknesses
  - **Plan action steps** for practice improvement
  - **Track and learn from** our improvement efforts
- **Collaboratively analyzing** data, **identifying** root causes of weaknesses or problems of practice, **planning** actionable improvement steps, and **learning** from our efforts—as we will do today and in the future—help us:
  - **Gain** a more complete and shared understanding of what the data means
  - **Create** a shared understanding of the standards of quality to which we all aspire
  - **Increase** individual ownership of program-improvement goals and plans
  - **Create** greater collective responsibility for improvement of teaching quality in our school/center and of the outcomes for children and families

Our Commitment: It is with this mindset that we enter into **dialogues about data** collected from our classroom practice and confirm our intention to use data for continuous learning and improvement in our daily practice and to enhance the quality of our school/center.

DATA DIALOGUE, ROOT CAUSE ANALYSIS, AND ACTION PLANNING PROTOCOL—Overview (2 minutes)

To support a collaborative process of data analysis and use for improvement, our team will follow a protocol that uses three parts. Let's review the outline of each part below:

PART I: Data Dialogue

(40–50 minutes)

Phase 1: Prepare

Identify the particular tool and data we will discuss, **review** what the tool measures–and doesn't measure–and **think about** how our team can learn and improve our practice based on the data that is available from this assessment tool.

Phase 2: Review the Data—Just the Facts

Observe summary scores or data from each tool and the strengths and needs for improvement they describe.

Phase 3: Dig Deeper into the Data

Look closely at each tool and the data, **examine** relationships between items, and **notice** circumstantial factors in order to identify specific strengths and needs for learning and improvement.

Phase 4: Identify Strengths and Weaknesses

Identify strengths and weaknesses indicated by the data and connect how improvement action could impact the Start Early Essentials conditions for improvement at our site.

PART II: Root Cause Analysis

(45–60 minutes)

Collaborate to link data to weaknesses/problems of practice; predict potential root causes that contribute to those weaknesses/problems of practice.

PART III: Action Planning

Plan and implement a rapid improvement cycle test using a **Plan-Do-Study-Act** method.

PART I: Data Dialogue

(40–50 minutes)

Note to facilitator: Consider waiting to distribute data reports until Phase 2.

Phase 1: Prepare (3 minutes)

Reflect and Discuss:

1. **Thoughts,** questions, or wonderings I have about the ECERS-3 assessment tool:

2. **Questions or possibilities** that the ECERS-3 assessment tool and the available data present for my continuous learning and improvement:

Phase 2: Review the Data—Just the Facts

ECERS-3 DATA TABLE

ECERS SUBSCALES	SCHOOL OR DISTRICT AVERAGE SCORES	CLASSROOM SCORES
Space and Furnishings		
Personal Care Routines		
Language and Literacy		
Learning Activities		
Interaction		
Program Structure		
Math		
Science and the Environment		
Diversity		
Overall		

Reflect and Discuss

1. I **observe** that the following are areas of relative strength for my classroom, and for my school/center:

2. I **observe** that the following are areas of weakness in my classroom, and in my school/center:

3. What **surprises, questions, or wonderings** can I note?:

Phase 3: Dig Deeper into the Data (10–15 Minutes)

Reflect and Discuss:

1. Relationships between items I **notice**:

2. Contextual or circumstantial factors I **notice:**

3. **Questions, surprises, or wonderings** about the scores I am able to answer:

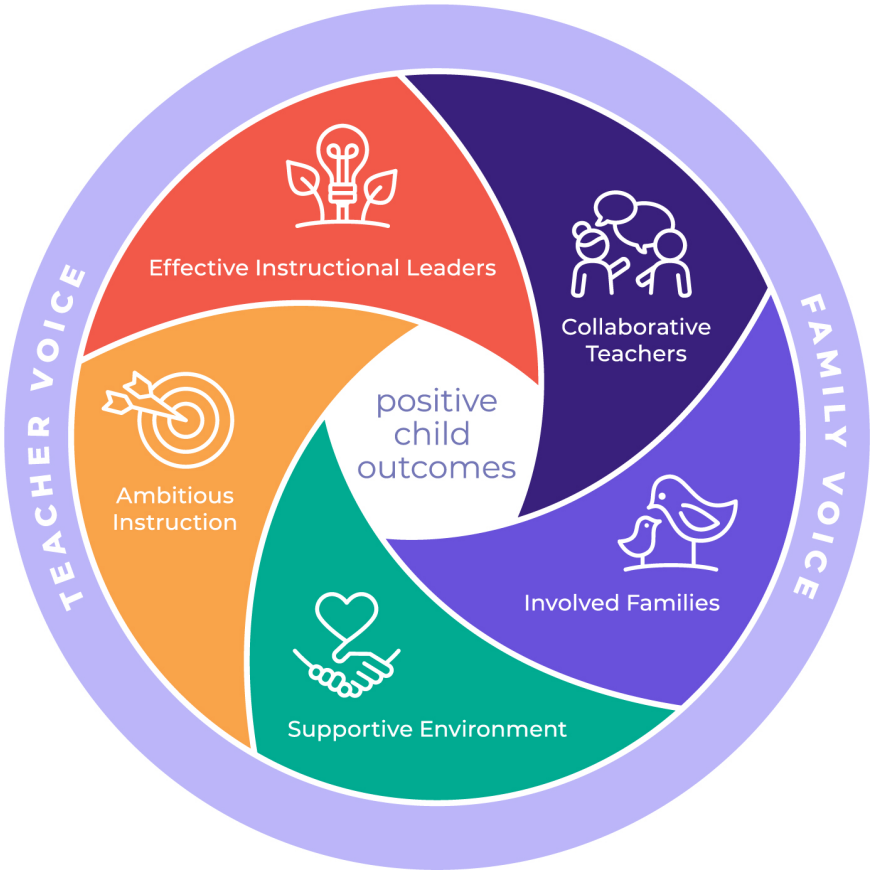
Phase 4:

1. **Summarize strengths and weaknesses in each subscale.**

ECERS-3 Subscales	Summary of Strengths	Summary of Weaknesses
Space and Furnishings		
Personal Care Routines		
Language and Literacy - Reasoning		
Learning Activities		
Interaction		
Program Structure		
Math		
Science and the Environment		
Diversity		

2. **Whole group discussion** **(5 minutes):**

How would each of the Start Early Essentials be impacted, either directly or indirectly, by improvement action in the areas of identified weakness?



PART II. Root Cause Analysis

(45–60 minutes)

Step 1. (10–15 minutes)

1. **Organize:** Divide the group equitably into teams of 2–6 and assign one or more subscales to each team. For example, in a group of 9, divide into 3 teams of 3 people per team, and assign three rating scales to each team.

2. **Reflect and discuss in teams:** Identify one specific problem of practice/weakness in each of your assigned subscale(s).

3. Once a problem of practice is identified, **frame the weakness as a problem statement.** Be *very specific* so it will be easier to drill down on root causes contributing to the problem of practice. Example for Language and Reasoning: "Teachers do not make logical relationships for children during play."

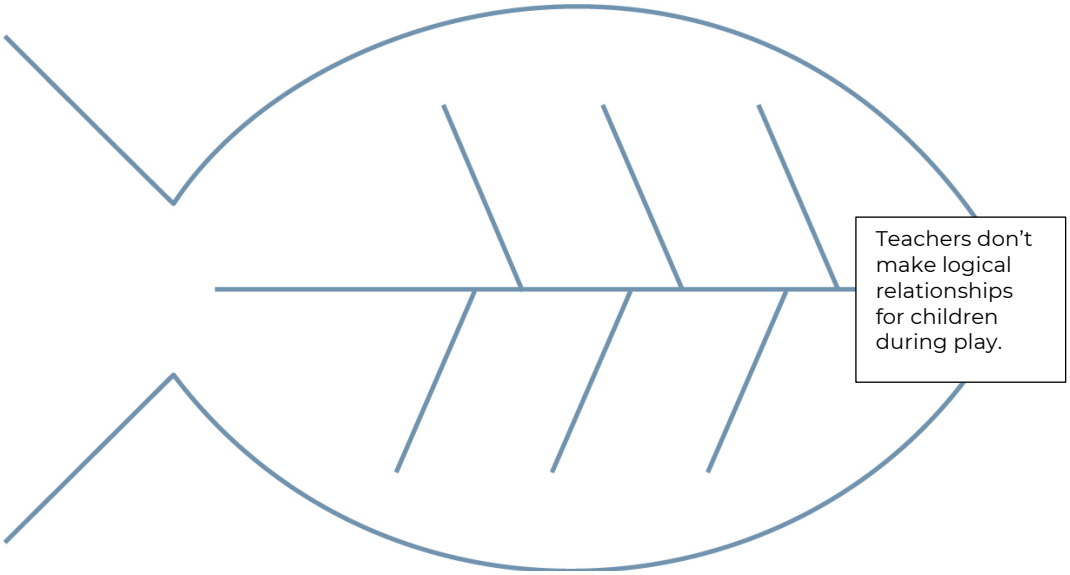
Subscales	WEAKNESS/PROBLEM OF PRACTICE TO ROOT CAUSE
Space and Furnishings	
Personal Care Routines	
Language and Literacy - Reasoning	
Learning Activities	
Interaction	
Program Structure	
Math	
Science and the Environment	
Diversity	

Step 2. Root Cause Analysis Using the Fishbone Diagram
(25–30 minutes)

DIRECTIONS to predict possible root causes for the problem of practice:

1. Draw the outline of a fish for your assigned subscale(s) on chart paper(s). Label the chart paper with the subscale assigned to your team, per the example below. Draw in the bones of the fish. State the identified problem of practice on a sticky note and place it on the nose of the fish. See the example below.

Language and Reasoning

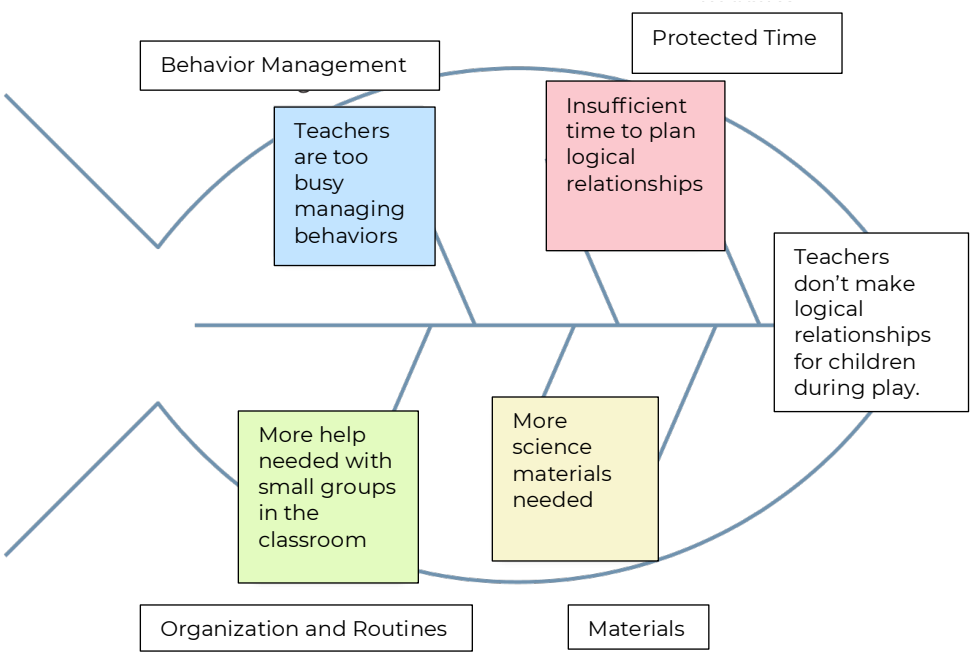


2. Now that you have identified one problem for your assigned subscale, **brainstorm potential root causes** for or contributing factors to the problem. Write each potential root cause on a separate sticky note. Brainstorm as many root causes or contributing factors as possible. Try to dig deeply and be specific; avoid generalities. For example, you would say "Teachers don't get on eye level with children when talking to them" rather than "Teachers don't engage."

   NOTE: Focus on the underlying causes for the problem; you are *not yet* considering solutions or strategies.

3. **Group the sticky notes into categories,** e.g., Behavior Management, Protected Time, Organization and Routines, etc. Label the bones of the fish with the categories and place the sticky notes on the bones in their appropriate categories. See the example below.

LANGUAGE AND REASONING

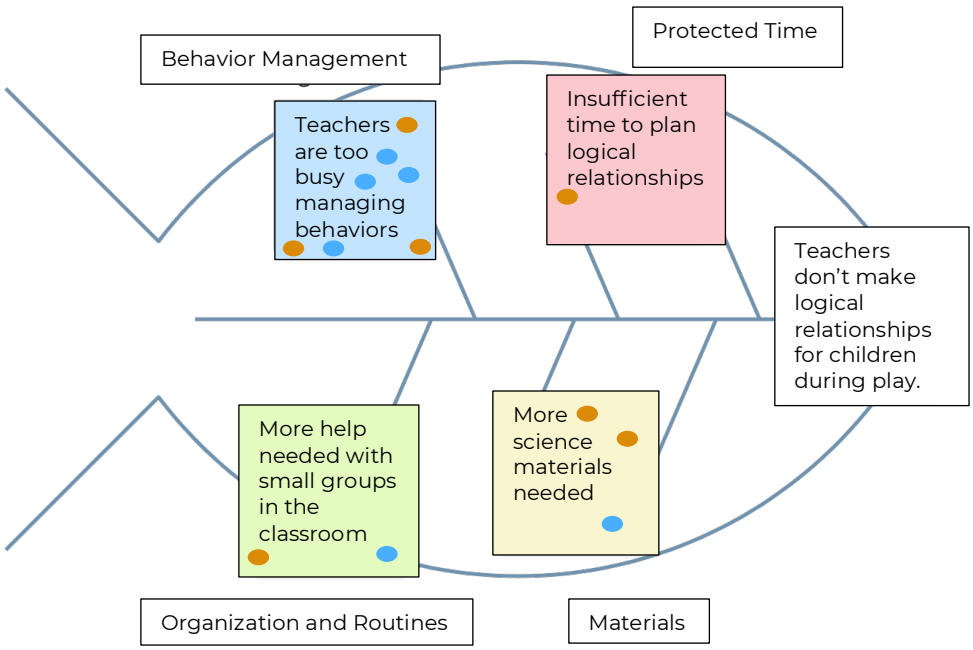


4. **Teams discuss and prioritize:** Each person will use two different colored stickers or markers (e.g., blue and orange) to cast two votes. Cast one vote each for the root cause that is:

   a) Blue: most directly connected to the weakness/problem of practice, and
   b) Orange: one that your school/center can work to improve with minimal effort

   NOTE: You may put both colors on one root cause if you think it applies to both.

LANGUAGE AND REASONING

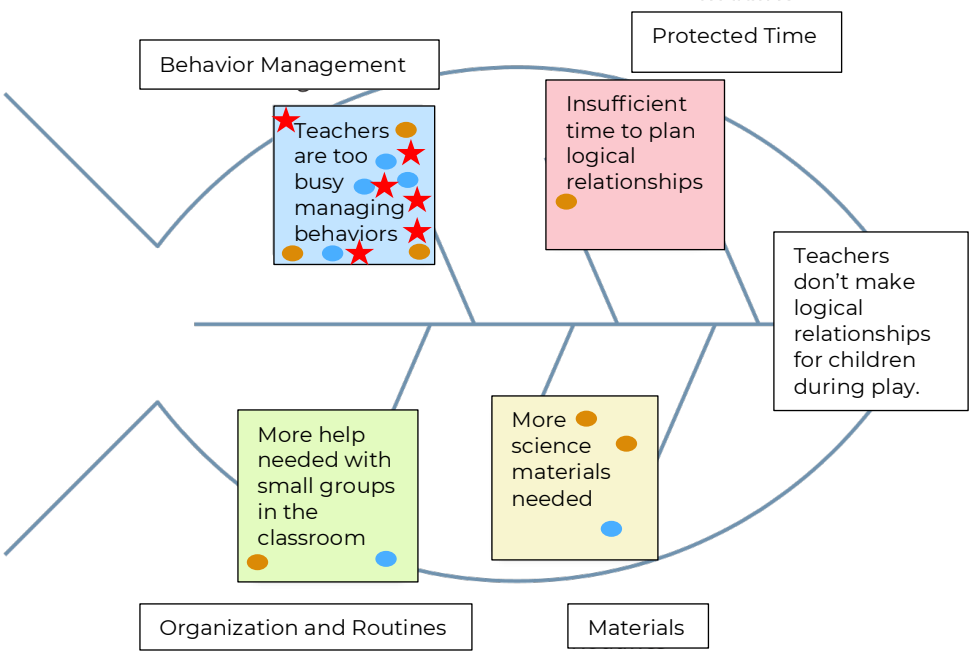


5. **Count the votes and identify** the root cause that received the most votes for being ***both***: most directly related to the problem of practice ***and*** positively impacted with minimal effort.

   Each team now **shares out** the work they did on their assigned fish:
   - The problem of practice
   - Categories of root causes
   - Root cause that was prioritized by getting the most votes for ***both*** contributing most directly to the problem of practice ***and*** being positively impacted with minimal effort.

6. **Walk about and vote.** Everyone walks around the room to view the three fishbone diagrams, the reflections of other teams' work. Each person now votes with a new sticker or symbol on one of the three prioritized root causes that was identified as ***both*** directly related to the problem of practice ***and*** able to be improved with minimal effort.

LANGUAGE AND REASONING

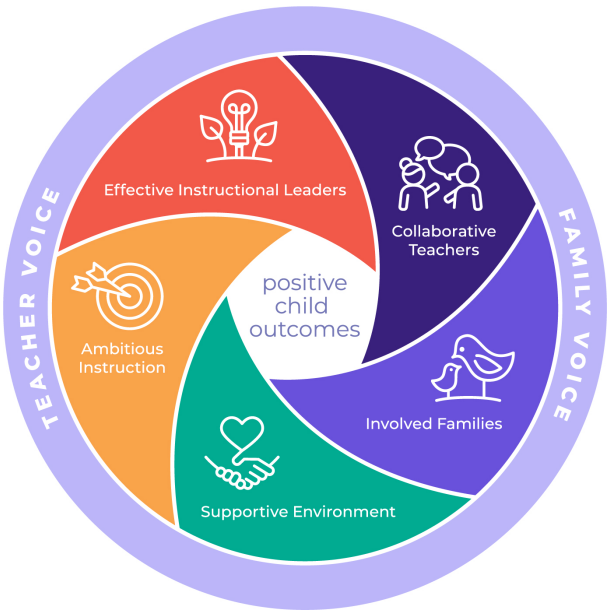


7. **Tally the votes.** The focus for improvement action by our whole school/center has been determined. Celebrate!

   We are ready to plan our small tests for improvement using the Plan-Do-Study-Act (PDSA) protocol.

8. **Whole Group Reflection**

   What Start Early Essential(s) will be most affected, either directly or indirectly, by the improvement focus we have prioritized?



PART III. Action Planning Using the Plan-Do-Study-Act Rapid Improvement Cycle

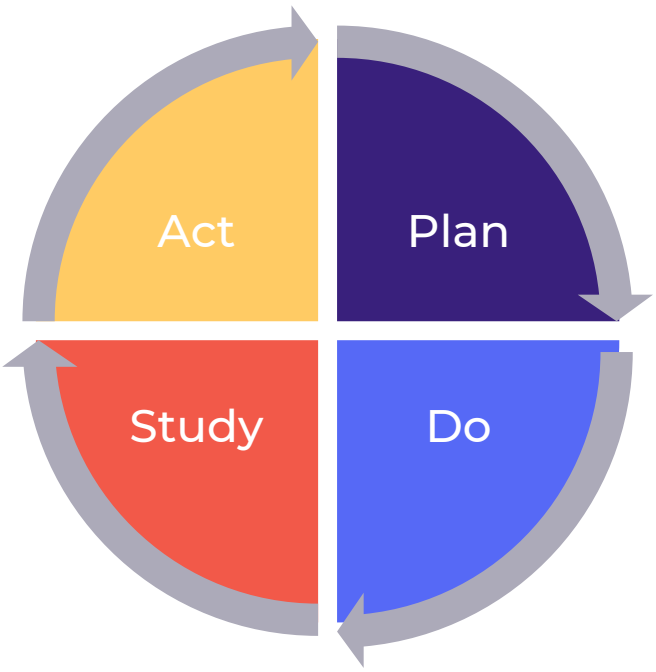
Now that we have narrowed down the focus of our improvement efforts to a specific improvement action, we can begin to plan action steps using the Plan-Do-Study-Act rapid improvement cycle.

What is a Plan-Do-Study-Act (PDSA) rapid improvement cycle?

The Plan-Do-Study-Act (PDSA) cycle is a structured, continuous quality improvement (CQI) method that identifies the most important reasons for change; it translates ideas and intentions into action. As such, the PDSA cycle and the iterative (adjustments over time) tests of small change(s) are central to many CQI approaches for improvement.

The added value of the PDSA cycle is the learning that occurs through the rapid small-scale tests of change; hence, the intended outcome of PDSA is learning for informed action.

Use the Plan-Do-Study-Act template to begin your rapid improvement cycles.



Follow these steps to use the **Plan-Do-Study-Act** rapid improvement cycle:

1. Keep your fishbone diagrams close at hand to refer to the:
   - Subscale you chose to focus improvement action
   - Problem of practice/weakness you chose for that Subscale
   - Root causes

2. Your school/center will now use the three items listed above to identify strategies for improvement in your first 30-day PDSA cycle. Just follow the instructions on the PDSA template, document #107. Remember that the entire school/center will work on the same overall aim of the improvement effort, but the strategies could look different across classrooms or by role or function.

   For example, if the overall aim of your improvement effort is to improve communication between teachers and families across your entire school/center, the overall problem of practice and root cause will be the same for the entire school/center. However, the **DO** (small change strategies) that you will test may look different for each classroom, the front office, the support staff, or the principal/director. They could also look the same for certain people; you can make that decision together.

3. You will test your small action step(s), or change(s), over the next 30 days. It is extremely important to ensure you gather data about what you are learning. As a group, you will need to decide on the data you will gather as you test your small change(s). It should be a simple data collection plan, such as keeping your own notes on the small change(s) you tested. You will need that information when you come together with your colleagues for your 30-day check-in to determine whether your small changes were effective. You can also revisit your fishbone diagrams to adjust your action steps or to choose new root causes to test. This is the iterative process.

4. Remember, if your small change was effective, that's good. But what is most important is, What did we **LEARN**? The learning is what builds high-quality and improved outcomes for children. And learning brings joy to our work.

5. Identify and protect the date and time on the school/center calendar for conducting a 30-day check-in for the Study and Act sections of the **Plan-Do-Study-Act** cycle. That meeting will also serve to begin another 30-day PDSA continuous quality improvement cycle.

DATE:_____TIME:_____LOCATION:_____

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TOOL

DATA DIALOGUE, ROOT CAUSE ANALYSIS, AND ACTION PLANNING PROTOCOL – UNIVERSAL

This protocol can use multiple data sources for Continuous Learning and Improvement

School/Site: _____ Classroom(s): _____

Teachers: _____

Assessment Tool(s) Used: _____

Date of Data Report(s): _____ Today's Date: ____/____/____

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INTENTION, DISPOSITION AND MINDSET

Please read this page together. (3 minutes)

Purpose: To **collaboratively analyze data** that will inform our collective professional learning and improvement goals and our plans for actionable improvement steps. We will work together to learn and improve as a team and as a school/center.

It's All About Data:

- **Using** data to inform teaching and learning is increasingly important in our field and to the development of the early childhood education profession.
- **Data** is not just about reporting results and using them for monitoring. Data can also be analyzed and used for continuous learning and improvement of our practice.
- **Continuous learning and improvement** are day-to-day essential aspects of professionalism and are critical to ensuring effective teaching and positive outcomes for all children and families.
- Data can help us:
  - **Identify** and understand our specific teaching strengths and challenges
  - **Plan** action steps for practice improvement
  - **Track and learn from** our improvement efforts

- **Collaboratively analyzing** data, **identifying** root causes of weaknesses or problems of practice, **planning** actionable improvement steps, and learning from our efforts—as we will do today and in the future—help us:
  - **Gain** a more complete and shared understanding of what the data means
  - **Create** a shared understanding of the standards of quality to which we all aspire
  - **Increase** individual ownership of program-improvement goals and plans
  - **Create** greater collective responsibility for improvement of teaching quality in our school and of the outcomes for children and families

Our Commitment: It is with this mindset that we enter into **dialogues about data** and confirm our intention to use data for continuous learning and improvement in our daily practice and to enhance the quality of our school/center.

DATA DIALOGUE, ROOT CAUSE ANALYSIS, AND ACTION PLANNING PROTOCOL—Overview

(2 minutes)

To support a collaborative process of **data analysis and use for improvement,** our team will follow a protocol that uses three parts. Let's **review** the outline of each part below:

PART I: Data Dialogue

(45–50 minutes)

Phase 1: Prepare

Identify the particular tool(s) and data we will discuss, **review** what each tool measures—and doesn't measure—and **think about** how our team can learn and improve our practice based on the data that is available from each tool.

Phase 2: Review the Data—Just the Facts

Observe summary scores or data from each tool and the strengths and needs for improvement they indicate.

Phase 3: Dig Deeper into the Data

Look closely at the data, **examine** potential relationships between items, and **notice** circumstantial factors in order to identify specific strengths and needs for learning and improvement.

Phase 4: Identify Strengths and Weaknesses

Identify strengths and weaknesses indicated by the data and connect how improvement action could impact the Start Early Essentials conditions for improvement at our site.

PART II: Root Cause Analysis

(45–60 minutes)

Collaborate to link data to weaknesses/problems of practice; predict potential root causes that contribute to those weaknesses/problems of practice.

PART III: Action Planning

(30–45 minutes)

Plan and implement a rapid improvement cycle test using the Plan-Do-Study-Act method.

PART I: Data Dialogue

(40–50 minutes)

Phase 1: Prepare (3 minutes)

Reflect and Discuss:

1. **Thoughts,** questions, or wonderings I have about the tool(s):

2. **Questions** or possibilities this assessment tool and data present for my/our continuous learning and improvement:

Phase 2: Review the Data—Just the Facts
(10–15 minutes)

Reflect and Discuss:

1. I **observe** that the following are areas of relative strength:

2. I **observe** that the following areas need the most improvement:

3. What surprises, **questions,** or wonderings can I note?:

Phase 3: Dig Deeper into the Data
(10–15 minutes)

Reflect and Discuss:

1. Relationships between items I **notice** are:

2. Contextual or circumstantial factors I **notice:**

3. **Questions,** surprises, or wonderings about the scores I am able to answer:

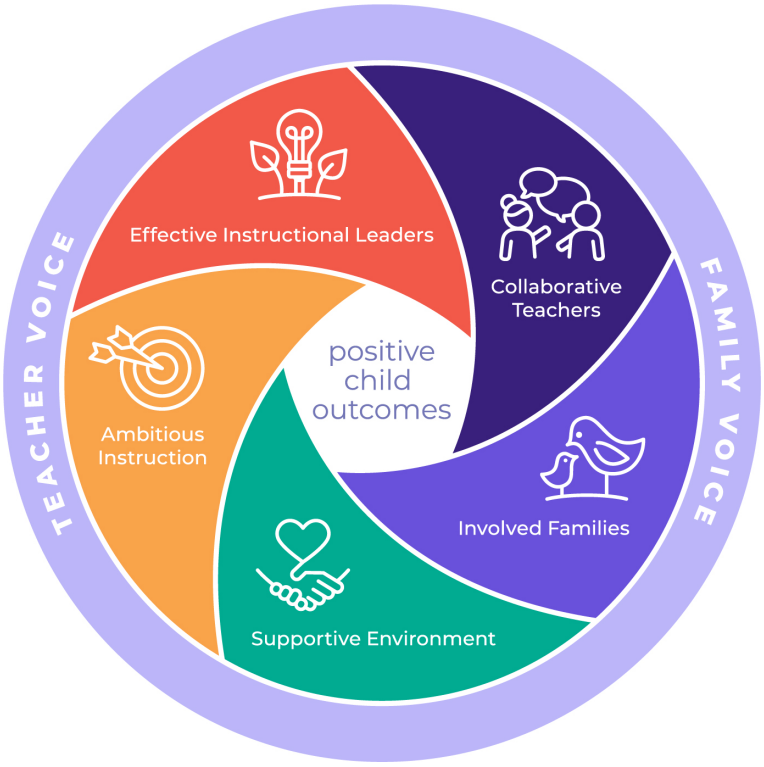
Phase 4:

1. **Summarize strengths and weaknesses (5–10 minutes)**

STRENGTHS	WEAKNESSES

2. **Whole group discussion**
(5 minutes)

How would each of the Start Early Essentials be impacted, either directly or indirectly, by improvement action in the areas of identified weakness?



PART II: Root Cause Analysis

(40–50 minutes)

Step 1. (10–15 minutes)

1. **Organize:** Determine how the larger group would best work together to examine root causes. For example, if more than one assessment tool has been used, divide the group equitably and assign one assessment tool to each smaller team. Or, if data from one assessment tool is being analyzed and there are distinct sections to analyze more deeply, divide the group equitably and assign a section to each smaller team.

2. **Reflect and discuss in teams:** Identify one specific problem of practice/weakness in your assigned section.

3. Once a problem of practice/weakness is identified, **frame the weakness as a problem statement.** Be very specific so it will be easier to drill down on root causes that contribute to the problem. For example, “Math scores are low.” or “Attendance is consistently low on Mondays.”

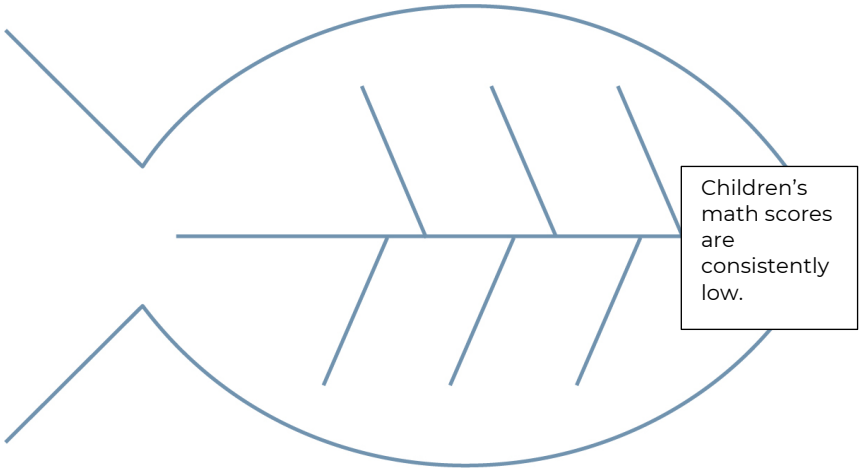
4. **List** the problems of practice/weaknesses for all assigned sections:

Step 2. Root Cause Analysis Using the Fishbone Diagram (30–40 minutes)

DIRECTIONS to predict possible root causes for the problem of practice:

1. Draw the outline of a fish for your assigned section on chart paper. Label the chart paper with the section assigned to your team, per the example below. Draw in the bones of the fish. State the identified problem of practice/weakness on a sticky note and place it on the nose of the fish. See the example below.

Mathematics

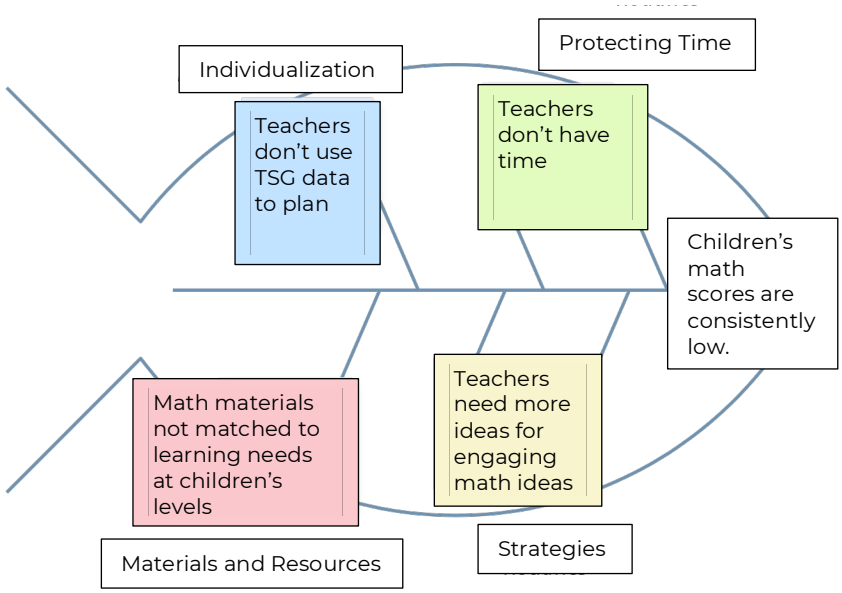


2. Now that you have identified one problem for your assigned section, **brainstorm potential root causes** for or contributing factors to the problem. Write each potential root cause on a separate sticky note. Brainstorm as many root causes or contributing factors as possible. Try to dig deeply and be specific; avoid generalities. For example, you would say "Teachers don't use math data to differentiate learning needs" rather than "Teachers do the same things for everyone."

   NOTE: Focus on the underlying causes for the problem; you are not yet considering solutions or strategies.

3. **Group the sticky notes into categories,** e.g., Individualization, Materials and Resources, Protecting Time, Strategies, etc. Label the bones of the fish with the categories and place the sticky notes on the bones in their appropriate categories. See the example below.

MATHEMATICS

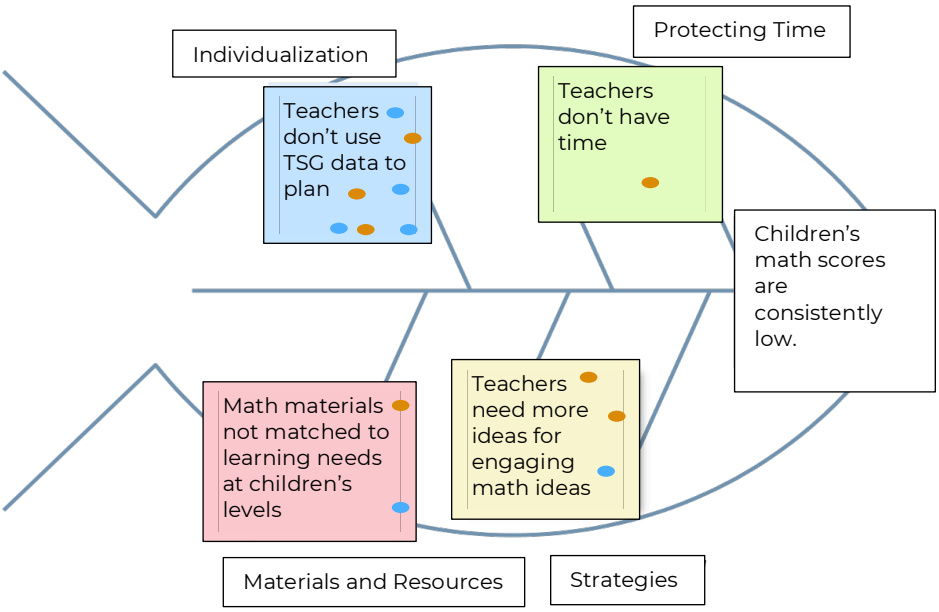


4. **Teams discuss and prioritize:** Each person will use two different colored stickers or markers (e.g., blue and orange) to cast two votes. Cast one vote each for the root cause that is:

   a) Blue: most directly connected to the weakness/problem of practice, and
   b) Orange: one that your school/center can work to improve with minimal effort

   NOTE: You may put both colors on one root cause if you think it applies to both.

MATHEMATICS

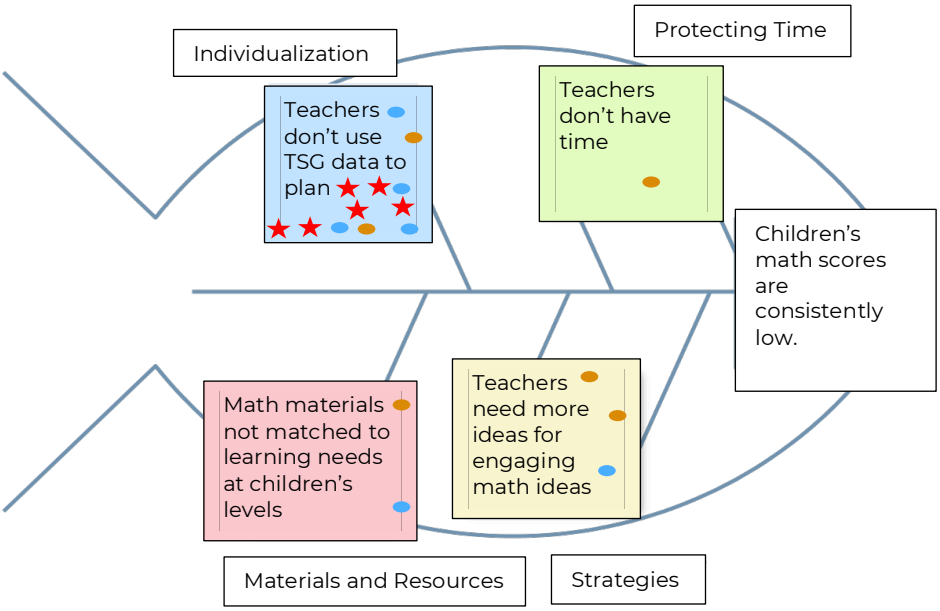


5. **Count the votes and identify** the root cause that received the most votes for being ***both***: most directly related to the problem of practice ***and*** positively impacted with minimal effort.

   Each team now **shares out** the work they did on their assigned fish:
   - The problem of practice
   - Categories of root causes
   - Root cause that was prioritized by getting the most votes for ***both*** contributing most directly to the problem of practice ***and*** being positively impacted with minimal effort.

6. **Walk about and vote.** Everyone walks around the room to view all completed fishbone diagrams, the reflections of other teams' work. Each person now votes with a new sticker or symbol on one of the prioritized root causes that was identified as ***both*** directly related to the problem of practice ***and*** able to be improved with minimal effort.

MATHEMATICS

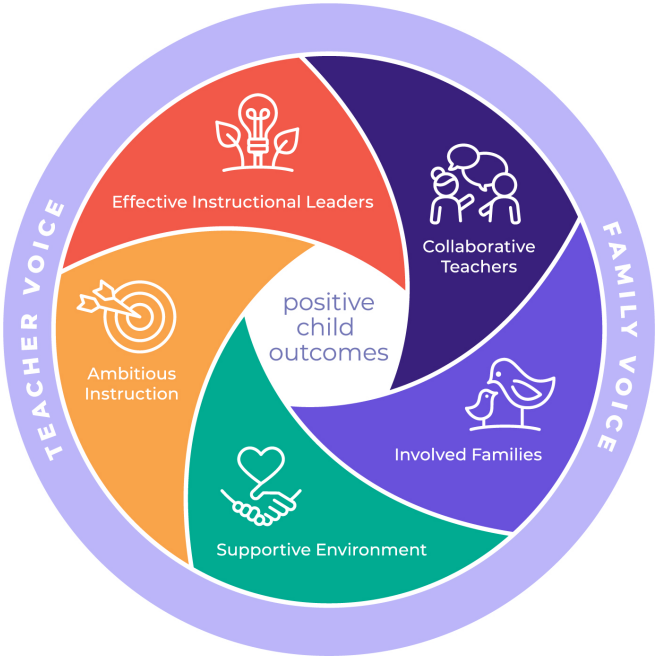


7. **Tally the votes.** The focus for improvement action by our whole school/center has been determined. Celebrate!

   We are ready to plan our small tests for improvement using the Plan-Do-Study-Act (PDSA) protocol.

8. **Whole Group Reflection:** Discuss altogether.

   What Start Early Essential(s) will be most affected, either directly or indirectly, by the improvement focus we have prioritized?



PART III. Action Planning Using the Plan-Do-Study-Act Rapid Improvement Cycle

(25–35 minutes)

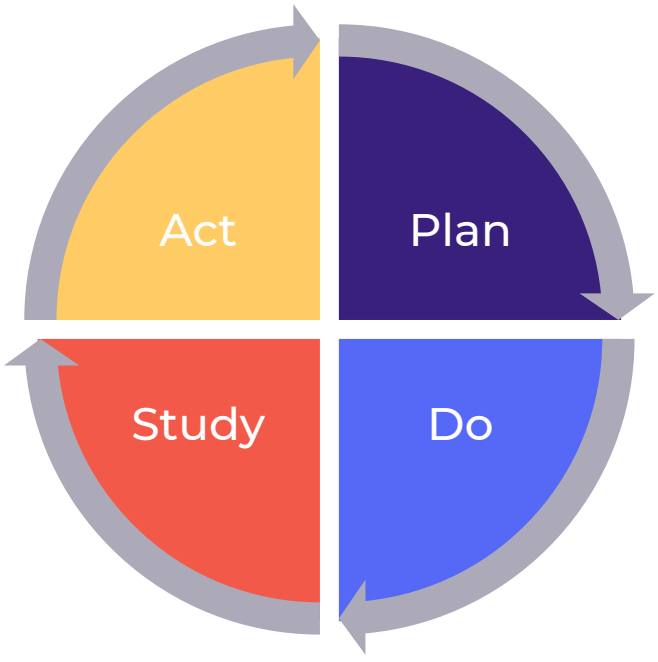
Now that we have narrowed down the focus of our improvement efforts to a specific improvement action, we can begin to plan action steps using the Plan-Do-Study-Act rapid improvement cycle.

What is a Plan-Do-Study-Act (PDSA) rapid improvement cycle?

The Plan-Do-Study-Act (PDSA) cycle is a structured, continuous quality improvement (CQI) method that identifies the most important reasons for change; it translates ideas and intentions into action. As such, the PDSA cycle and the iterative (adjustments over time) tests of small change(s) are central to many CQI approaches for improvement.

The added value of the PDSA cycle is the learning that occurs through the rapid small-scale tests of change; hence, the intended outcome of PDSA is learning for informed action.

Use the Plan-Do-Study-Act template to begin your rapid improvement cycles.



Follow these steps to use the **Plan-Do-Study-Act** rapid improvement cycle:

1. Keep your fishbone diagrams close at hand to refer to the:
    - Item from the data you chose to focus improvement action
    - Problem of practice/weakness you chose for that item
    - Root causes

2. Your school/center will now use the three components listed above to identify strategies for improvement in your first 30-day PDSA cycle. Just follow the instructions on the PDSA template, document #107. Remember that the entire school/center will work on the same overall aim of the improvement effort, but the strategies could look different across classrooms or by role or function.

3. For example, if the overall aim of your improvement effort is to improve communication between teachers and families across your entire school/center, the overall problem of practice and root cause will be the same for the entire school/center. However, the **DO** (small change strategies) that you will test may look different for each classroom, the front office, the support staff, or the principal/director. They could also look the same for certain people; you can make that decision together.

4. You will test your small action step(s), or change(s), over the next 30 days. It is extremely important to ensure you gather data about what you are learning. As a group, you will need to decide on the data you will gather as you test your small change(s). It should be a simple data collection plan, such as keeping your own notes on the small change(s) you tested. You will need that information when you come together with your colleagues for your 30-day check-in to determine whether your small changes were effective. You can also revisit your fishbone diagrams to adjust your action steps or to choose new root causes to test. This is the iterative process.

5. Remember, if your small change was effective, that's good. But what is most important is, What did we **LEARN?** The learning is what builds high-quality and improved outcomes for children. And learning brings joy to our work.

6. Identify and protect the date and time on the school/center calendar for conducting a 30-day check-in for the Study and Act sections of the Plan-Do-Study-Act cycle. That meeting will also serve to begin another 30-day PDSA continuous quality improvement cycle.

DATE:_____TIME:_____LOCATION:_____

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PROTOCOL TEMPLATE

PLAN-DO-STUDY-ACT (PDSA)

School/Center Name: _____

School/Center Year: _____

Date: _____

Team Member(s): _____

Look at your fishbone diagram and review the team's voting results. Identify root causes that received the most of **both** colored indicator votes. These are the root causes your team considered to be **both** most directly related to the problem of practice **and** those that could be impacted with minimal effort. Choose one of those root causes to engage in a 30-day Plan-Do-Study-Act cycle (PDSA).

Check the Start Early Essential(s) that will be the focus of your improvement efforts.		
First 30-day cycle Date:	**Second** 30-day cycle Date:	**Third** 30-day cycle Date:
◯ **Effective Instructional Leaders**	◯ **Effective Instructional Leaders**	◯ **Effective Instructional Leaders**
◯ **Collaborative Teachers**	◯ **Collaborative Teachers**	◯ **Collaborative Teachers**
◯ **Involved Families**	◯ **Involved Families**	◯ **Involved Families**
◯ **Supportive Environment**	◯ **Supportive Environment**	◯ **Supportive Environment**
◯ **Ambitious Instruction**	◯ **Ambitious Instruction**	◯ **Ambitious Instruction**
◯ **Family Voice**	◯ **Family Voice**	◯ **Family Voice**

PLAN	DO	STUDY	ACT

PLAN: What is the overall aim of this PDSA cycle?

The whole group will specify the problem of practice: what did your team decide to address?
Write the root cause of the problem of practice (weakness) the team identified during the fishbone diagram analysis. Discuss with the whole group the overall outcome expected from testing the small change(s).

Next, each team will identify the small changes it wants to test over the next 30 days. The small change tests may be the same or different across teams.

What is the problem of practice your team decided to address?
What root cause of this problem did your team identify through the fishbone diagram analysis?
What is the overall desired outcome from this 30-day cycle?

Small change(s) to try out	What do you want to learn?	What is your predicted outcome?
1		
2		
3		

PLAN | **DO** | STUDY | ACT

DO: How will you test your small changes?

Detail the specific action steps of your ideas for small change(s). Remember to include a step for tracking your plan so you will be able to answer the question in the Study step of your PDSA cycle.

	From (Date)	To (Date)
Step 1		
Step 2		
Step 3		

PLAN | DO | **STUDY** | ACT

STUDY: How did this small change function in practice? What have you learned about the problem?

Detail what you learned from the 30-day implementation of the small change(s).

What worked, and why?	What did not work, and why?	Based on your predictions, did the small change(s) unfold as your team expected?

STUDY: Compare your predictions to your results. What have you learned about the problem?

After testing the small change(s), what do you understand differently about the problem of practice and its root causes?	How do you think the small change(s) helped strengthen one or more of the other Essentials?

PLAN | DO | STUDY | **ACT**

ACT: What actions will you take based on what you learned from testing the small change(s)?

Indicate whether you will abandon, adapt, expand, or adopt the small change by checking one of the boxes below. For next steps, review the instructions provided for the action you chose.

◯ **Abandon** and go on to a new idea for a small change to test	Return to your fishbone diagram and update root causes based on what you learned in this PDSA cycle. Then engage in another PDSA cycle.
◯ **Adapt** by making tweaks and trying it out again	Briefly reconsider your fishbone diagram for tweaks to root causes, based on what you learned in this PDSA cycle. Then make tweaks to your existing Plan and engage in another test cycle.
◯ **Expand** and try this for a longer period	Take the newly improved innovation and test again before adopting. For instance, have additional staff engage in the small change, implement the small change organizationally, or try the small change out for a longer period than the 30 days. Revisit the Do section of your PDSA plan and ensure you add new target dates.
◯ **Adopt** and make this change permanent	Congratulations! Refer to and complete the planning box on the next page, "Adopting the Small Change." Then return to your fishbone diagram to generate new ideas for another small change.

Please refer to the next page for additional instructions for each action choice.

PLAN	DO	STUDY	ACT

ACT: Adopting the Small Change

If you adopted the small change, then reflect on the items below.	
How does this adopted change align with your school's or organization's improvement goals (e.g., quality improvement plan (QIP), school improvement plan (SIP)?)	How will the adopted change be sustained? Identify all the details for how the small change was implemented successfully, and plan for how those details will be sustained as permanent practice.
For plans that result in abandon, adapt, or expand: Attach a new PDSA template to specify the new actions you will take in the next 30-day cycle. Staple those pages to this plan so your school or program can track its learning and improvement journey.	

Remember to use what your team learned in this PDSA cycle when you engage in your next PDSA cycle.

RESOURCE

FACILITATION TIPS FOR LEARNING

This resource provides tips for effective facilitation of job-embedded professional learning routines to build trust, ensure productivity and advance learning.

Emotional Supports Build Trust

Trust helps people feel safe by allowing them to share their practices, challenges, hopes and ideas in order to learn from each other—even though it may feel uncomfortable at times.

1. **Be trustworthy yourself—**Ensure that meeting dates/times are adhered to. When meetings will take place no matter what, staff know you value their time and the purpose of the meeting. If a change is necessary, communicate the reason for the change and the new date/time.
2. **Model self-regulation—**We build cultures of trust and learning when we model the behavior we want to see.
3. **Practice active listening—**Demonstrate and believe you will learn from others. Set aside preconceived ideas and assumptions. Listen to understand. Listen to learn. Listen to plan any support needed by those who talk with you.
4. **Build on strengths—**Acknowledging strengths builds trust and increases practice of the strength.
5. **Be present—**Put aside the cell phone. If anyone interrupts, demonstrate your interest by asking them to schedule a later time with you. Stay focused on the task at hand.
6. **Promote participation—**Encourage and value different perspectives voiced by any and all group members.
7. **Consider physical space—**Furniture, space, materials and a location where it's safe to share can support focused and authentic work.
8. **Ensure equity—**No one person or group of people should dominate the discussion.
9. **Welcome** all participants warmly every time. Make introductions as needed.
10. **Respect, value and include** consistently.
11. **Celebrate successes—**Connect positive efforts to clear expectations and goals and celebrate
12. **Have fun—**Share humor and enjoyment

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Organizational Supports Ensure Productivity

Organization and preparation help build community and ensure productivity. Plan well, prepare for success, and anticipate how to manage difficulties.

1. **Anticipate needed details—**When time, location, materials and space are secured ahead of time the group feels ready to learn when they meet.
2. **Prepare content—**Know what you intend to say and do to support the learning process. Your confidence reassures participants about their own authentic participation and the importance of the work.
3. **Set norms—**Collaboratively decide norms to clarify how the group will work effectively together. Allow for changes over time as needed.
4. **State purpose and goal(s) —**State the intention and expected outcome of the meeting clearly. Keep to the agenda.
5. **Know your learners—**Consider appropriate materials and strategies for different knowledge levels and learning styles.
6. **Manage time—**Plan time realistically and keep to the schedule; consider having a timekeeper. Finish. Motivation is enhanced with progress.
7. **Schedule and protect frequent and regular times for collaborative learning—**When job-embedded learning is routine it improves practice.
8. **Meet concerns or resistance positively—**Acknowledge problems and focus on problem-solving together for an optimal solution or outcome. Small steps achieve more success. Articulate and maintain a focus on the shared mission.
9. **Make connections—**Often one area of work, or one solution, affects other areas. Connections reinforce the impact of one's efforts and stimulate motivation.
10. **Check for clarity—**Avoid misunderstandings and misinformation by checking frequently for clarity.
11. **Use protocols—**Ensure structure, focus on the topic and equity of voice by using protocols.
12. **Focus on the topic—**Resist distractions that prevent progress. If new or important ideas are raised, suggest an alternative time to address them satisfactorily. Consider using a "parking lot."
13. **Intervene respectfully—**Call on norms and protocol "rules" to reign in distractions. Everyone appreciates agreements and standards that are followed.
14. **Aim for consensus—**When the group is clear and understands the plan, "buy in" is optimized. Support additional discussion if necessary, or gain agreement for a "trial" or "pilot" to learn more if consensus is not achieved.
15. **Agree on "next steps"—**Protect time before ending to agree on actions and those responsible for follow-through if that was a purpose of the meeting.
16. **Reflect on learning—**Ensure there is time to debrief what was learned if that was a purpose of the meeting. Encouraging everyone to share aloud will highlight the value of the work and reveal progress.
17. **Keep notes—**Documenting the work and progress informs future work and meeting plans.

Instructional Supports Advance Learning

Supporting learning with effective facilitation means being strategic in offering comments and questions in a way that promotes reflection, analysis, integration and application.

1. **Use the inquiry approach—**Prompt critical thinking and deepen understandings with inquiry. Resist the urge to give the "right answer," as that can squelch discussion and learning. Encourage participants to explain their thinking and the rationale for their practices or decisions.
2. **The facilitator is not the expert—**While the facilitator is often a leader, it is important that he or she not default to the role of expert—someone who imparts knowledge to the group—as the trainer in a training would do. Being a facilitator of collaborative, professional learning means one must elicit the expertise of the group. This approach supports people in constructing new knowledge for themselves.
3. **Share experiences—**When participants share experiences, they can broaden perspectives and suggest changes in practice.
4. **Value expertise—**Everyone has something to offer to enhance learning.
5. **Make Connections—**Making connections to research, experiences or successes builds competence and elevates best practices.
6. **Be authentic—**Be transparent about what you know and don't know. The ongoing learning is important for everyone.
7. **Use research-based practice frameworks and resources—**Reliance on research-based sources to address questions or problems and to inform innovation builds confidence and proficiency and highlights best practices in the early childhood field.
8. **Build on Strengths—**When strengths are connected to best practices, they can influence multiple areas of proficiency and overall confidence.
9. **Offer a "sandwich"—**The elicit-provide-elicit "sandwich" is a technique to encourage reflection and discussion. The facilitator first asks questions to elicit what the person or group already understands about a topic, or strategies they have already tried. The facilitator then asks if they would like to hear his or her idea or suggestion. If the answer is yes, the facilitator then provides the idea or suggestion. Importantly, the facilitator then asks for the response to the information. It is critical for the facilitator to learn how useful the idea or suggestion was, as this keeps the dialogue going.
10. **Deal with resistance—**As when aiming for consensus (above organizational support), suggesting a "pilot" or "trial" to learn more can reduce opposition and encourage a challenge to learn.
11. **Consolidate learning and promote transfer to practice—**Protect time at the end of meetings for reflection. When everyone shares a learning from the discussion and a new idea to try in practice then learning is reinforced for all, and a commitment to practice, improvement is advanced.
12. **Summarize—**Listen, track and summarize ideas to promote learning.
13. **Plan for next time—**Plan collaboratively for the next meeting, including suggestions on content and process.

Information in this resource is adapted from McDonald, J.P., Mohr, N., Dichter, A., and McDonald, E.C. (2013). The Power of Protocols: An Educator's Guide to Better Practice, 3rd ed. New York: Teachers College Press.

ACTIVITY

PARALLEL PROCESS-CLASS® SUPPORTS
Instructions

1. **Review** handout #1019 using the emotional, organizational, or instructional category you were assigned.
2. **Recall** your observations or experience during our collaborative sessions.
3. **Identify** examples of the facilitation tips you recall by noting the number of each tip in the middle column. (e.g., E2; O6; I3; etc.)
4. **Write** the evidence for your tip in the right column—as many you can recall in 5 minutes.

Collaborative Session	Category Tip# (E=Emotional) (O=Organizational) (I=Instructional)	Evidence
Collaborative Session 1: Getting to Know The Essential 0-5 Survey		

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Collaborative Session 2: Data Dialogue		
Collaborative Sessions	**Category Tip#** (E=Emotional) (O=Organizational) (I=Instructional)	**Evidence**

Collaborative Session 3: Plan-Do-Study-Act Cycle		