

Minutes

ExceleRate Subcommittee of the ELC Quality Committee, Thursday, July 26, 2018, 10:00 – 12:00
National-Louis University, 122 S. Michigan Ave, Chicago, Room 4050, and by conference phone

Present

Mike Abel, Elysia Aufmuth, Coleen Bandy, Pat Chamberlain, Debrah Clark, Donna Emmons, Dan Harris, Amanda Heinz, Jamilah R. Jor'dan, Beth Knight, Tom Layman, Gail Nelson, Donna Nylander, Bethany Patten, Toni Porter, Teri Talan

1. Welcome and Introductions
2. Minutes of previous meeting
 - a. Donna Emmons moved to approve the minutes of the June 21 meeting. Gail Nelson seconded the motion and it passed.
 - b. The Subcommittee discussed the document "CQI Components possibly embedded in ExceleRate measures," which summarized discussion at the June 21 meeting. The Subcommittee proposed additional edits, which will be reviewed at the August meeting.
3. Review revised workplan
 - a. Additional members volunteered to help with item 2(c), interviewing program leaders. A few other minor changes were made, shown on the attached, updated plan.
4. Review draft glossary on key concepts and definitions
 - a. The Subcommittee made edits, as shown on the updated glossary attached at the end of these minutes. This glossary will be revised as Subcommittee's work progresses, to align with the final list of CQI components. The Subcommittee also discussed the fact that ExceleRate training on CQI is only required at the Bronze level, so programs entering higher levels through the Accreditation of Head Start paths do not experience it. This is a "parking lot" issue to be considered later.
5. CQI leader knowledge, skills and dispositions
 - a. There was not time to discuss this item. Teri suggested that we look at competencies for the Gateways Director Credential and look into aligning them with the CQI components we are outlining.

Glossary: Site-Based CQI

Updated 7/30/18 – Changes are highlighted

Continuous Quality Improvement (CQI)

A leadership philosophy and ongoing process that involves the Plan-Do-Study-Act or Plan-Do-Review cycle. It is proactive, not reactive. It is related to the internal “owning” of a process by the team in a program. It goes beyond meeting the externally applied regulations and standards – and moves the lever for change internally, using data to guide decisions and reflect upon the results of the improvement plan to increase program quality.

From: “Continuous Quality Improvement and ExceleRate Illinois”

<http://www.exceleRateillinoisproviders.com/docman/resources/103-cqi-guide/file>

Continuous Quality Improvement (CQI) Cycle

A sequence of steps that a team uses to improve. Common sequences are Plan-Do-Review or Plan-Do-Study-Act (see diagram on separate page). Effective CQI cycles are rapid, repetitive, and build on each other.

Collaborative Reflection

A form of reflective practice in which teams examine data and explore ideas, make short-term (weekly or monthly) plans, and review the results of those plans.

Data

Data is information. It might be quantitative (expressed using numbers or percentages) or qualitative (anecdotes, stories or descriptions). In the CQI process, a team decides on a goal after examining data, and the team defines how the data will change if its work is successful.

- Child assessment data is information on an individual child or on a group of children.
- Program quality data is information about whether the program meets certain standards of quality established by the profession (accreditation, ExceleRate Illinois, etc.) or established by the parents and staff (based on the program’s mission, values and unique plans).

Embedded Routines of CQI

Regular activities that contribute to the CQI cycle. For example, a teacher might make anecdotal notes on children (a daily routine), discuss them with her teaching team (a weekly routine), and decide on new learning activities for the following week based on what she observed and discussed. The activities follow a regular protocol or format. A site-level team might hold monthly peer learning sessions (a monthly routine) as part of a Plan-Do-Review cycle focused on implementing a new curriculum, achieving accreditation, implementing a new practice, etc. **These activities, conducted on a regular and continuous basis, contribute to staff members’ shared understanding of and commitment to a culture of continuous improvement.** The definition does not include routines not part of a CQI cycle, such as **regular staff meetings to conduct business submitting attendance reports or timesheets, discussing general updates or routine business at meetings, etc.**

CQI Meeting Protocol

A meeting structure learned by a team and used regularly to get input and guide reflection. Examples are the Tuning Protocol (Coalition of Essential Schools), Data Dialogues (Ounce: Lead-Learn-Excel), Appreciative Inquiry [?], Practice-Based Coaching [?], and team-created structures that might include a regular agenda, a timekeeper, a “parking lot”, etc. [Maybe the Subcommittee can look further into this. Bill Ayers used to describe a protocol called “Teacher Talk,” which was closer to CQI than having an agenda, but not as structured as the Tuning Protocol. Other protocols have probably been published. We can look at the book *The Power of Protocols* and at materials from “The Art of Hosting.”]

Program Leader

A person who exercises formal or informal authority to guide staff practice or behavior. At the site level, program leaders might include the director, principal, coordinator, master teacher, and people with any title who participate in distributed or shared program leadership.

Shared Leadership

An approach to leadership in which designated staff members take specific leadership roles that build on their strengths and allow other leaders to focus on their strengths and priorities. Establishing and facilitating teams is often part of establishing shared leadership.

Teaching Team

The teaching staff (lead teacher, teacher, assistant, aide) in one or more classrooms. A team of teaching staff members from two or three classrooms can sometimes generate more ideas and share more learning than a team from a single classroom.

Site-Level Team

Ideally, a site-level team includes all staff in an early care and education program at a site, including teaching, administrative, office and support personnel. However, a more limited group might comprise a team working toward a particular improvement goal.

Job-Embedded Professional Learning

“...job-embedded professional development is defined by: a learn-try-evaluate cycle that repeats over time, active teacher involvement, and immediate implementation. Job-embedded professional learning is more effective than traditional PD because educators work on concepts or initiatives more than once. They [Educators] have a chance to learn [something new], try it in their own classrooms, and then evaluate their performance. This learning-try-evaluate cycle is what makes job-embedded PD so powerful.”

From: <http://schoolimprovement.com/job-embedded-professional-development/>

[Note: The professional association *Learning Forward* uses the phrase “Professional Learning” to distinguish this type of learning from traditional workshop-based “Professional Development.”]

Professional Learning Community

A team within in a program that takes responsibility for continuous improvement and learning. Research-based attributes include:

- Supportive structural conditions including regular time to meet

- Supportive relational conditions including trust and respect
- Shared values and vision
- Intentional collective learning in order to meet **students' children's** needs
- Peers supporting peers within the program and in the professional community
- Shared and supportive leadership

From: Adapted from Learning Forward, "What is An Authentic Professional Learning Community?", Shirley Hord, May 21, 2015

[Note: The classic definition of Professional Learning Community (PLC) refers to a team in a school or program that finds better ways to meet the needs of their enrolled children. This is different from a Community of Practice, which refers to people with similar roles in different programs who share ideas that have worked for them.]

Developmental or Reflective Supervision

Regular meetings between a supervisor and staff member to explore the needs of the children or program, and how the staff member might grow professionally to meet those needs.

Relationship-Based Professional Development

"Relationship-Based Professional Development (RBPD) support focuses on learning through one-on-one interactions between practitioners and coaches, consultants, or mentors. The goal of this type of individualized support is to improve children's developmental outcomes by increasing practitioners' knowledge, skills, and abilities. RBPD Specialists provide practitioners with competency-based expert guidance and customized support to foster professional growth and career achievement.

RBPD Specialists do more than give advice and support! Specialists promote high-quality care and teaching practices based on research-based best approaches and strategies in the field (CEED, 2016)."

From: <https://www.mncpd.org/relationship-based-professional-development/>

Practice-Based Coaching

Coaching by an expert, a peer, or oneself based on a model of goal-setting, action planning, focused observations and feedback. This model is sometimes used in Head Start programs and is described on the eclkc website.

[Going forward, the Subcommittee will add to or delete from this list depending on what terms appear in our final documents.]