

Quality Improvement at Multiple Levels: Strategies for Zooming In and Out to Focus on Changes in Individuals, Programs and Systems

QRIS NATIONAL MEETING

JULY 16, 2018

Quality improvement



- What factors make it difficult to change?
- What factors facilitate change?



Session Presenters

1. Anne Douglass, University of Massachusetts, Boston
2. Debra Pacchiano, Ounce of Prevention
3. Chris Sciarinno, Early Learning Lab
4. Facilitator: Kathryn Tout, Child Trends

Facilitators of Improvement

1. Consider the full system – not isolated parts
2. Focus on teacher leadership and voice
3. Make quality improvement methods fit, feasible and effective
4. Create reliable collaborative routines in ECE programs

What is your role?

- QRIS agency staff
- Technical assistance staff
- Researcher
- Other

Discussion Topics

- Features of the quality improvement methods
- Transitioning to/incorporating the use of new methods
- Opportunities and challenges of new methods

Acknowledgement

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- Ivelisse Martinez-Beck, Project Officer



Innovations in Quality Improvement: Leadership for Collaborative Learning and Improvement

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Overview

1. Improvement Science and Continuous Quality Improvement (CQI)
2. The Breakthrough Series Collaborative (BSC) Approach
3. The Trauma-Informed BSC Study

Improvement Science and CQI

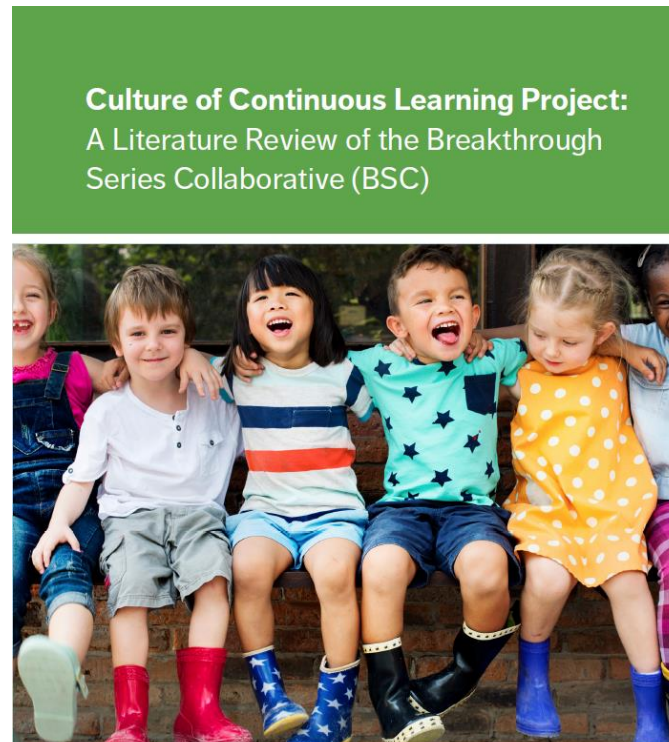
- Systems theory: improvement “is about shifting the conditions that are holding the problem in place” (Kania, Kramer, & Senge, 2018)
- Study of which changes, in which contexts, produce improvements
- Underlying premise:
 - Our ideas about how to improve are possibly incorrect and definitely incomplete
 - Use of inquiry methods

What is the BSC Model for Improvement?

- A continuous quality improvement method for learning and implementing new practices
- Purpose:
 - To close the gap between what we know and what we do
 - Promote spread & sustainability of improved/new practices
- Extensive evidence supporting this method in health care sector

➤ Institute for Healthcare Improvement, www.IHI.org

BSC Literature Review: Culture of Continuous Learning Project

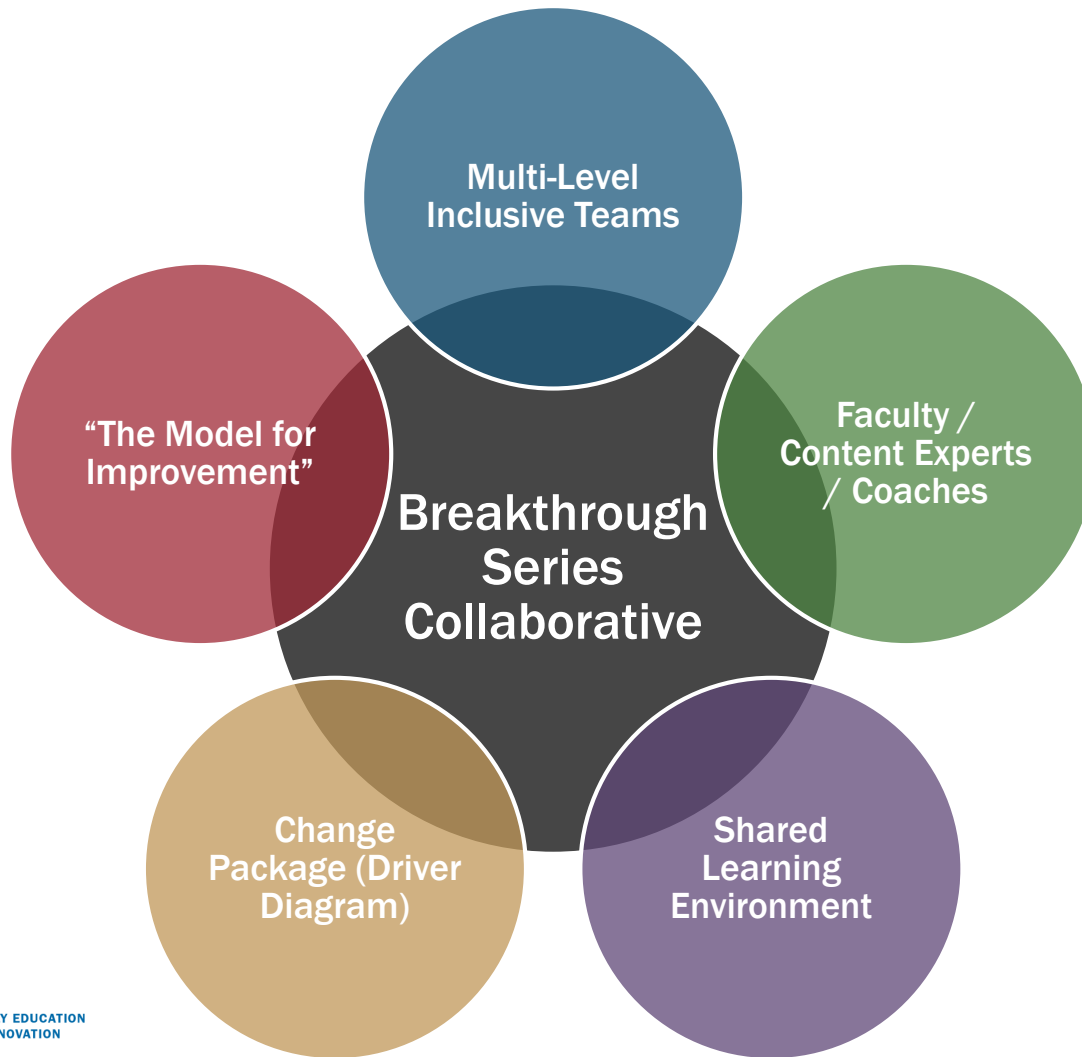


January 2018 | OPRE Report #2018-28



<https://www.acf.hhs.gov/opre/resource/culture-of-continuous-learning-project-a-literature-review-of-the-breakthrough-series-collaborative-bs>

The BSC Model

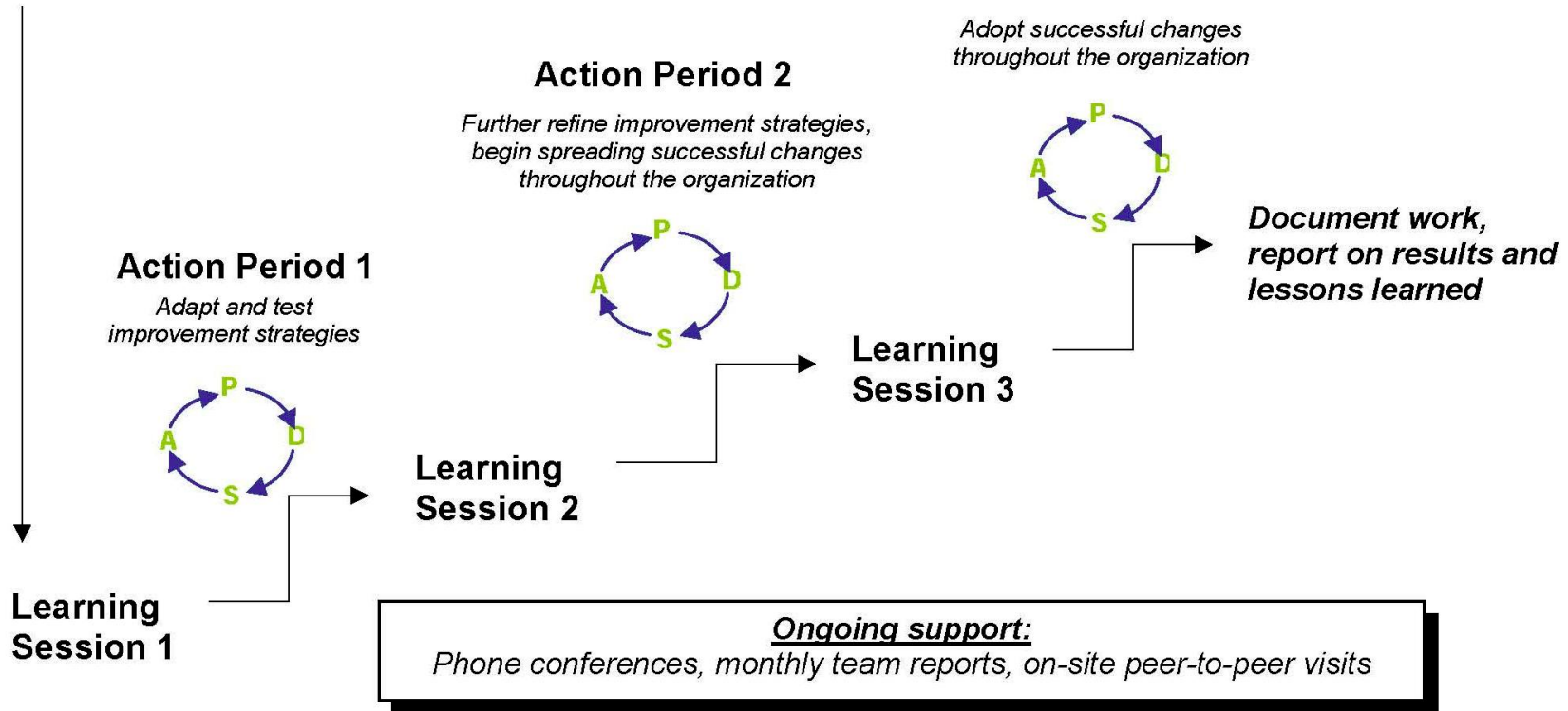


How the BSC Works to Influence Change

- Address organizational and systems barriers
- Engage frontline leadership
- Shifts power dynamics and the locus of control for driving change
- Build capacity for organizational improvement

The Learning Collaborative Process

Pre-Work *Set improvement goals, collect baseline data and prepare for Learning Session 1*



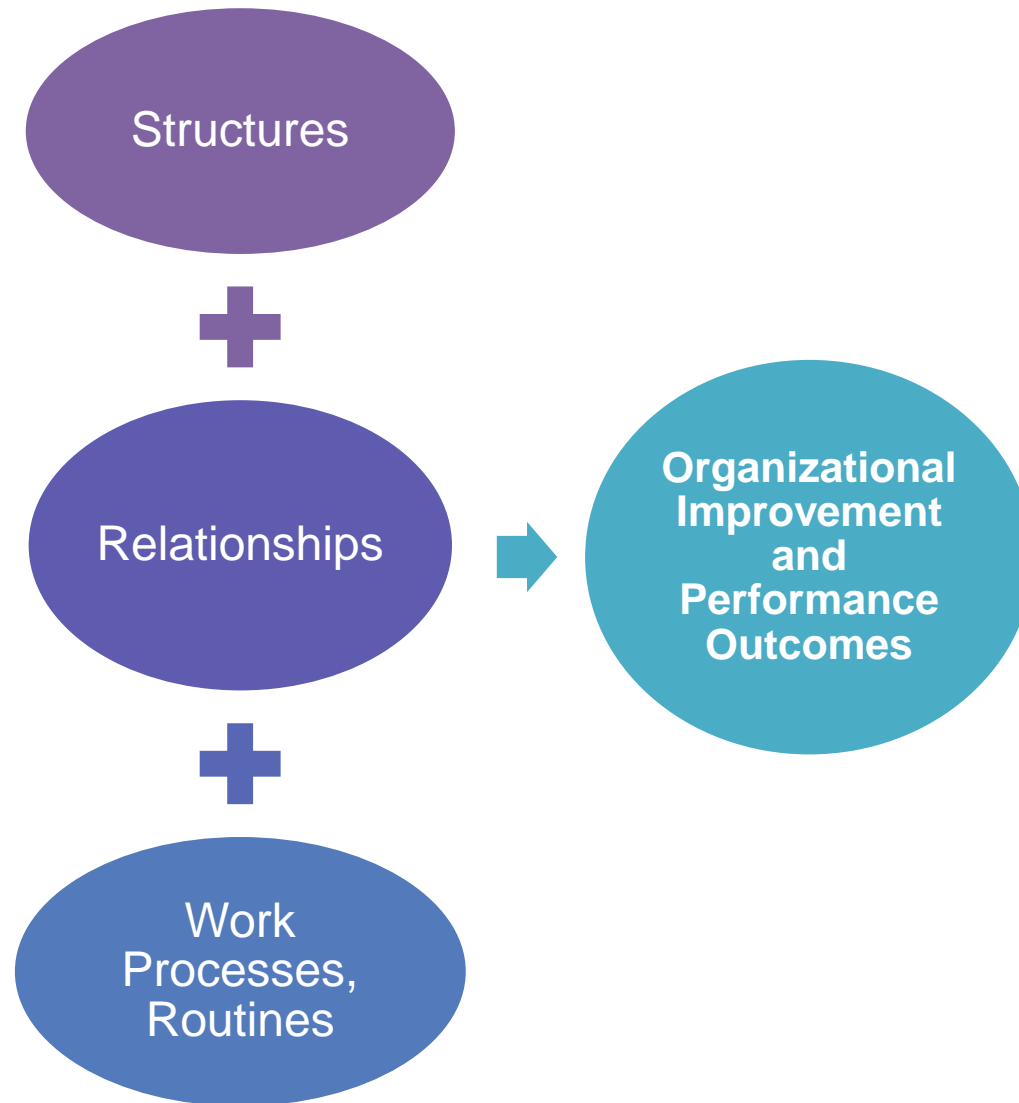
Research Questions

1. How was the BSC methodology implemented in the ECE context?
2. How did ECE programs improve trauma-informed practices as a result of the BSC?

Research Methods

Data Sources	Participant Group(s)	Number
Meeting observations	BSC Staff and Faculty, 6 Child Care Center Teams	107 meetings
In-depth individual interviews	Child Care Center Team Members (mid-point and post BSC); BSC Faculty and Staff (post-BSC)	58 interviews
Classroom observations: pre, mid, post (CLASS)	6 Child Care Programs, 16 classrooms observed	48 observations
Documents	BSC Staff and Child Care Centers: improvement tracking forms, monthly metrics, team self-assessments, intranet posts, agendas	43 documents

Key Findings: BSC influenced changes at multiple levels in ECE programs



Key Findings: New Structures

- Regular cross-role meetings
 - Brought teachers and parents to the table with administrators
- Affinity group meetings
 - Brought together those who share the same role in their program
- Cross-team/inter-organizational meetings
 - Brought different programs together

Key Findings: Relationships

Structures	Shifts in Relationships
<p>1. Regular cross-role meetings</p> <ul style="list-style-type: none">➤ Brought teachers and parents to the table with administrators	<p>Elevated teacher and parent voice and leadership</p> <p>Shifted power dynamics with program director</p>
<p>2. Affinity group meetings</p> <ul style="list-style-type: none">➤ Brought people together across programs by their role (teachers, directors, parents, etc)	<p>Created safety for those who share the same role to discuss challenges and solutions; empowering</p>
<p>3. Cross-team meetings</p> <ul style="list-style-type: none">➤ Brought teams from different programs together	<p>Exposure to new ideas and diversity of perspectives, vicarious learning</p>

Teachers

- “[Through my participation in the BSC] *I've become a stronger teacher; It's let me spread my wings into the project and made me feel strong and that I deserve the same respect as all involved in the BSC.*”
- “I found my voice a little bit”

Parent

- *I like our parent meetings because when we first started, we were all a little shy ... but if you go to one of our parent meetings now, you'll think that we all hang out outside of the meeting because of the way that we talk to each other, we interact with each other, the way we throw out ideas at each other, which is what I like so... I don't only have my own opinion. I get to hear somebody else, like, 'Oh, that would actually be a good idea. Maybe we should try that.'*

Key Findings: Work Processes

- New routines and protocols
 1. Metrics: collection and use of data
 - Collected monthly metrics and discussed/analyzed together
 - Ex: # of behavioral disruptions today; # of children about whom two-way communication took place between teaching staff and parents/caregivers
 2. PDSA cycles and PDSA Tracker From
 - Learned how to test small changes, to see if they worked, and learn how to make continuous improvement

Key Findings: Multi-Level Change

Structure	Shifts in Relationships	Work Processes
1. Cross Role Team Meetings	Elevated teacher and parent voice and leadership Shifted power dynamics with program director	Use of PDSA planning and tracker form; all team members identify and test changes
2. Affinity Group Meetings	Created safety for those who share the same role to discuss challenges and solutions; empowering	Share ideas and reflect on use of PDSAs and metrics
3. Cross-Team Meetings	Exposure to new ideas and diversity of perspectives, vicarious learning	Routine sharing of metrics/data across teams

Routines for using Plan, Do, Study Act Cycles

In the beginning I was trying to communicate with [this parent]. I offered to do her child's progress report over the phone. So I felt like I was taking the steps and she was kinda like brushing it off.

*And then I was just like, "Okay, that didn't work." **Through the [BSC] program I learned, "Okay, that didn't work, so what am I gonna do next to try to communicate with that parent?" ... Not just "That didn't work, okay, I'm just gonna back off,"** And that's when the PDSA of the e-mail came to mind.*

*So I think that's definitely a good example of how my parent approach has changed. Now I'm persistent in a way that's respectful, like okay, I feel like this parent doesn't like the face-to-face communication or might have her reasons why not. So this e-mail worked for her. **I just have to keep trying and find another way if something doesn't work.** - Teacher*

Program B PDSA Tracker

Please use this form to track your PDSAs. Each team should be working on about 2-5 tests at one time. The PDSAs should be a mix of PDSAs that you are building on to move towards sustainable practice and new PDSAs that you are starting. We are looking to see your progress over time. You can add rows to the table if you have more tests than five for your PDSA. This form should be submitted to the 2nd and 4th Friday of each month.

Title: Five Minute Focus				Last Updated: 3/24/2014	
CCF Theme: V. Daily Interactions with Children and Caregivers that Promote Resilience			What makes this PDSA trauma informed? It is a daily interaction that will promote resilience and increase the student's ability to cope with other challenges throughout the day, reflecting back to the five minutes of positive time.		
Tracking your PDSAs!					
	Plan: What are you going to do? What is the <u>strategy</u> being tested? Keep it small! <u>Include by who and by when.</u>	How will you study your PDSA? What do you want to see by making this change? How will you know?	DO Your Test!	Study: How did it go? What did you learn from your test? What worked? What didn't?	Adjust: What will adjust in your next test? What else do you need to learn? What will be your next test? <u>(Fill out the PLAN for the next test!)</u>
Test #1	Intentionally spending five minutes of positive connection time daily with an individual student who has challenging behaviors that we suspect may be linked to their trauma background. Who: Red Room teacher by February Break.	We'll look at the classroom disturbance chart weekly to see if there is a decline in the individual student disturbances		In class disruptions decreased almost immediately. Out of class disruptions decreased completely and stayed nonexistent. We did not expect such a fast and drastic result and are not sure what we learned. We almost wonder if another coinciding factor helped to decrease the behavior since the change was so immediate and extreme! We need to test it with another student.	What worked for this student was conversation about a topic of interest. We will try this, but are wondering if a younger age group will not benefit as much from conversation. The Focus time may need to be physical...?
Test #2	We are going to expand it to another younger classroom to test if the strategy can be effective with a different student, different teacher, different age group. Who and When: Blue Room Teacher by April Vacation	We'll look at the classroom disturbance chart weekly to see if there is a decline in the individual student disturbances			
Test #3					
Test #4					
Test #5					

Lessons Learned

- BSC influenced multi-level organizational change
- Consistent with research evidence about quality improvement
- Shifts structures, relationships, and work processes/practices
- Engaged individual and collective leadership within programs

Implications for Policy and Practice

- Strengthen content/practice knowledge AND knowledge about improvement/change management
- Improvement requires time for collaborative learning
- Teachers can and often want to lead
- Build systems capacity for this

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INSTITUTE FOR EARLY EDUCATION
LEADERSHIP AND INNOVATION



Measuring and Strengthening Instructional Leadership and Organizational Conditions *Essential* to Excellence and Improvement in Cross-Sector Preschool Settings

Debra Pacchiano, PhD
Ounce of Prevention Fund

Collaborators:

Amanda Stein, Maureen Wagner, Maia Connors, & Eleni Manos

Ounce of Prevention Fund

Stacy Ehrlich, PhD

NORC at the University of Chicago

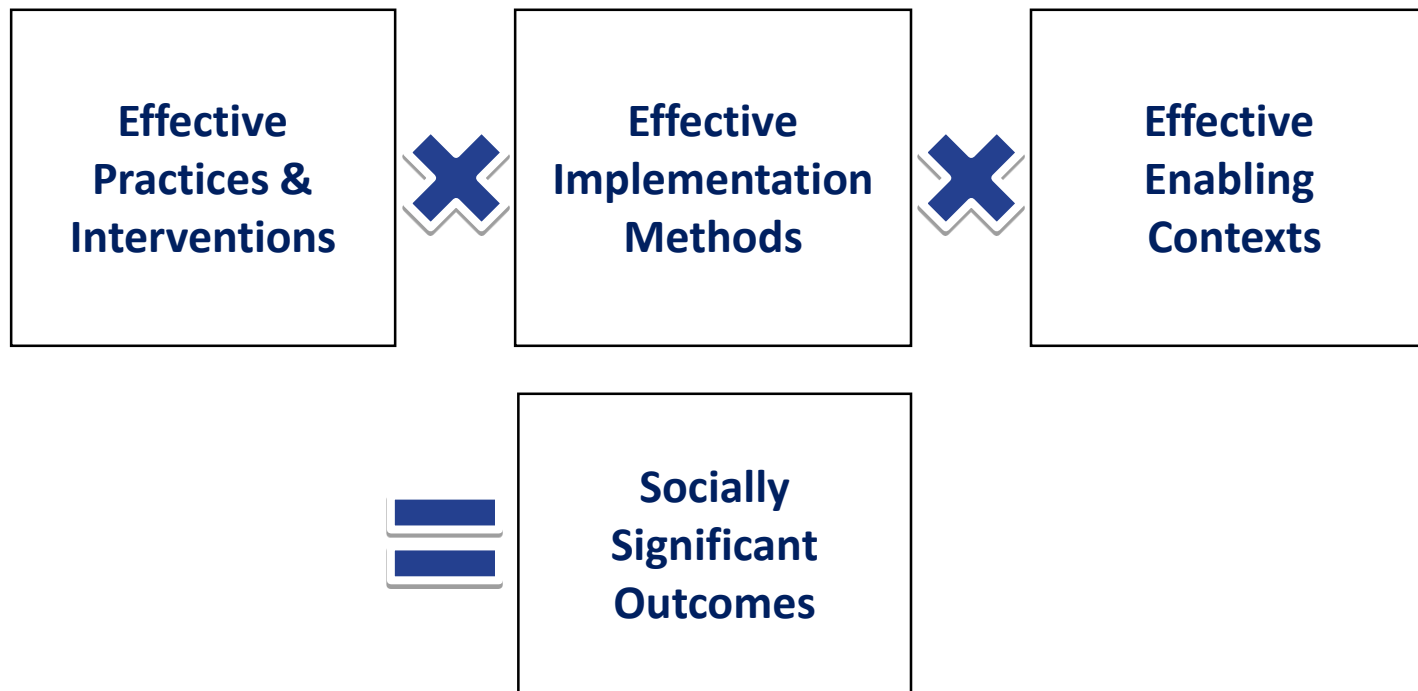
Holly Hart and Elliot Ransom

UChicago Consortium on School Research & UChicago Impact

BUILD National QRIS Conference
July 17, 2018

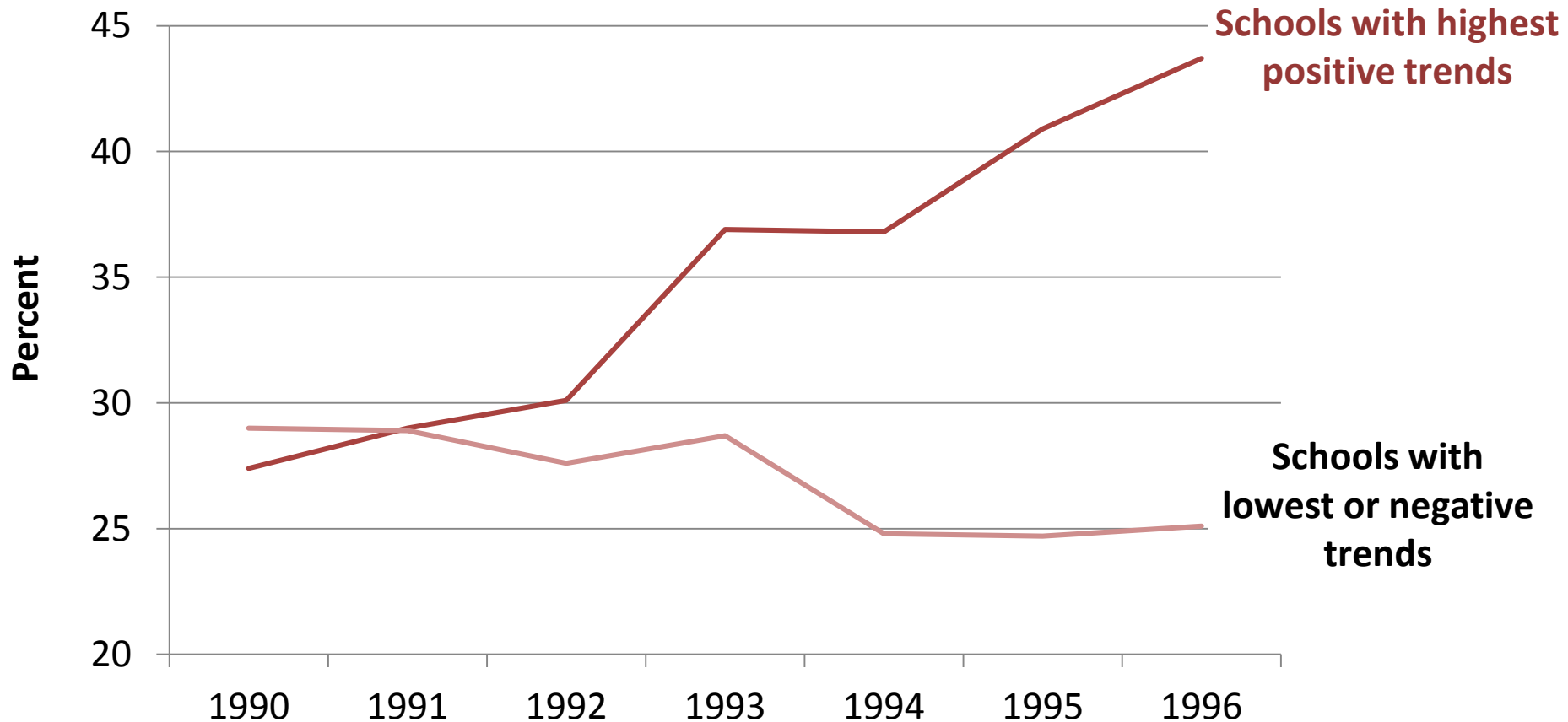


What will it take to have reliably excellent and improving early care and education?

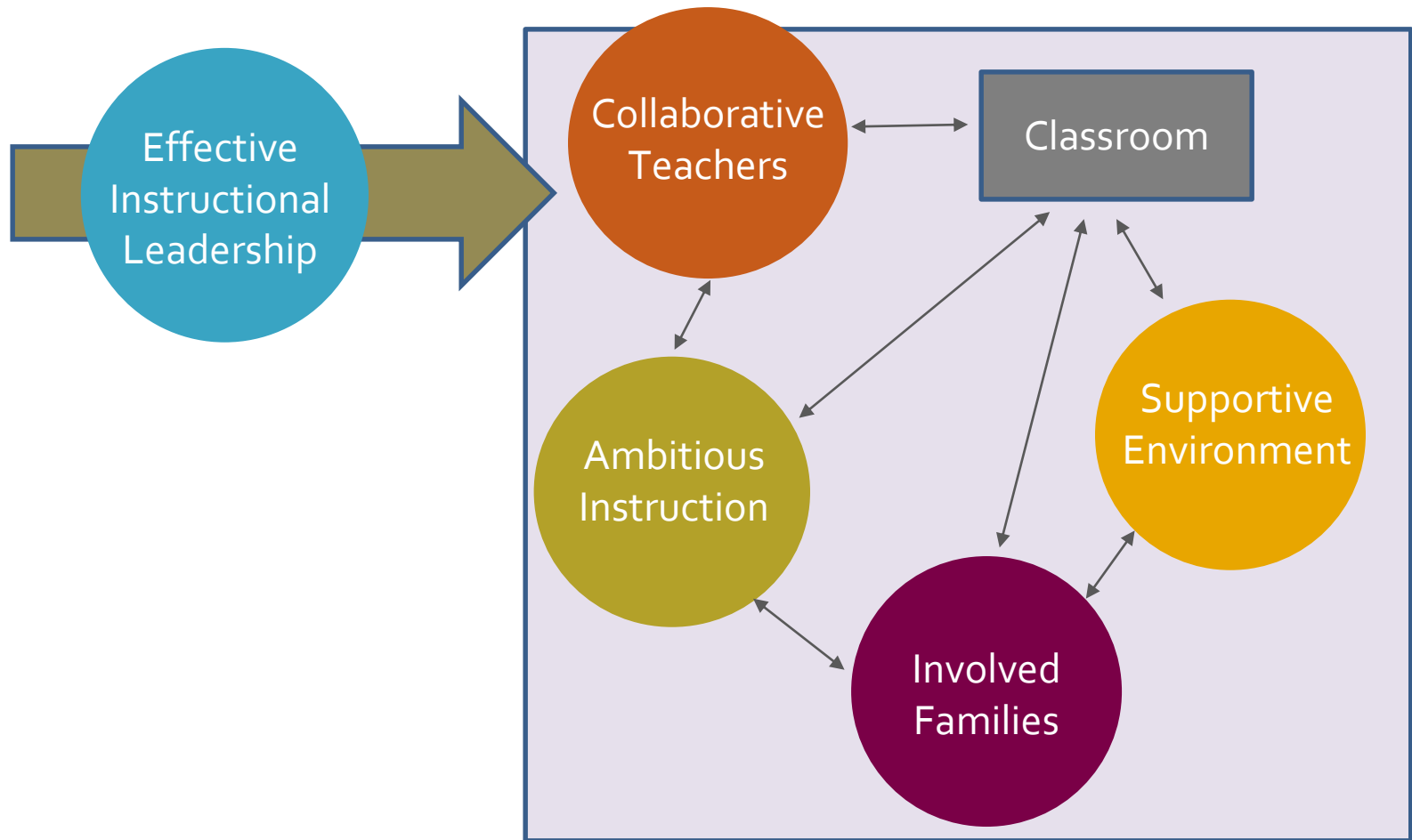


What predicts improving school performance?

Percent of Students Scoring At or Above National Norms in Math, 1990 to 1996

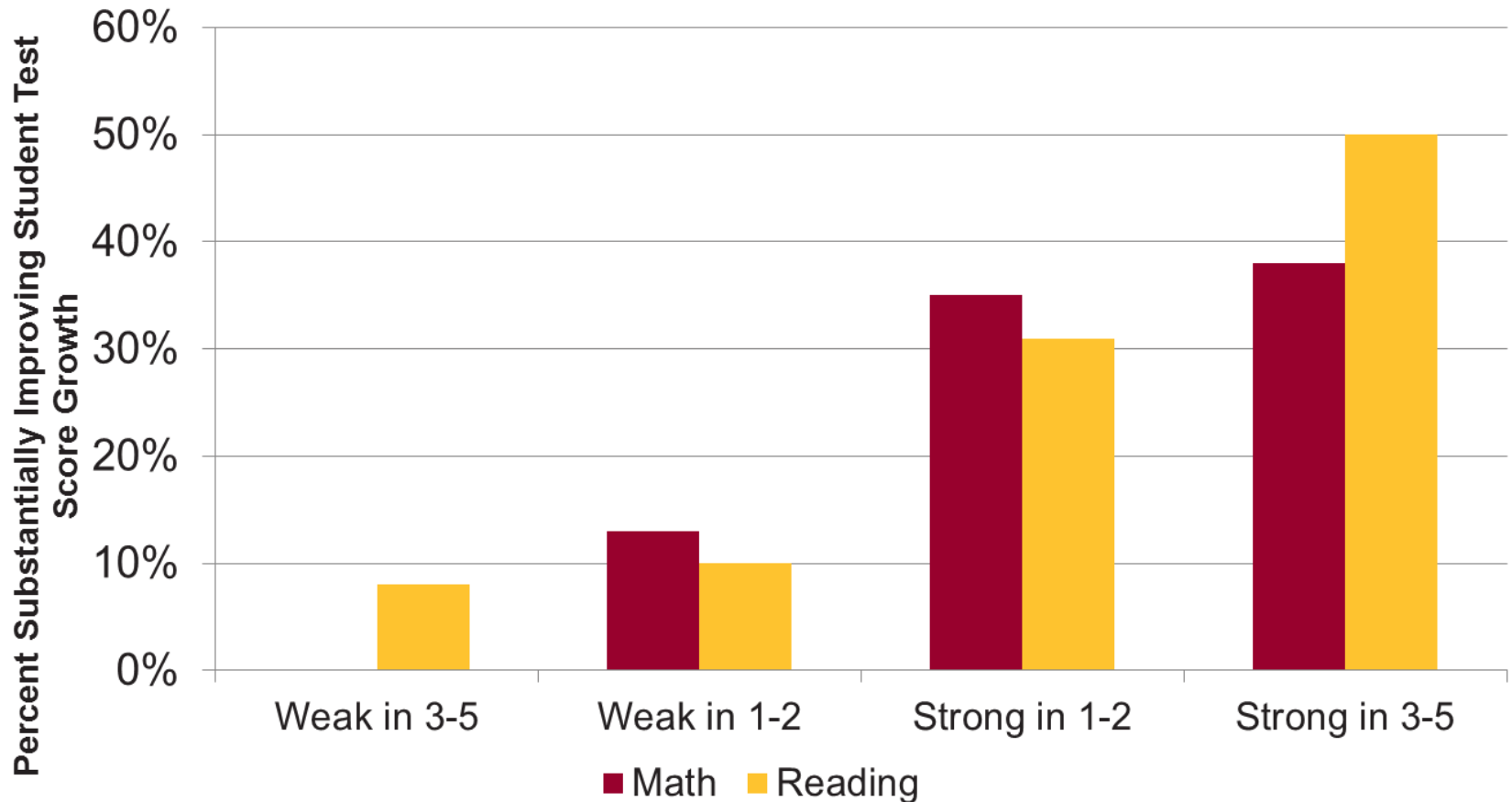


Early Education Essential Organizational Supports Framework

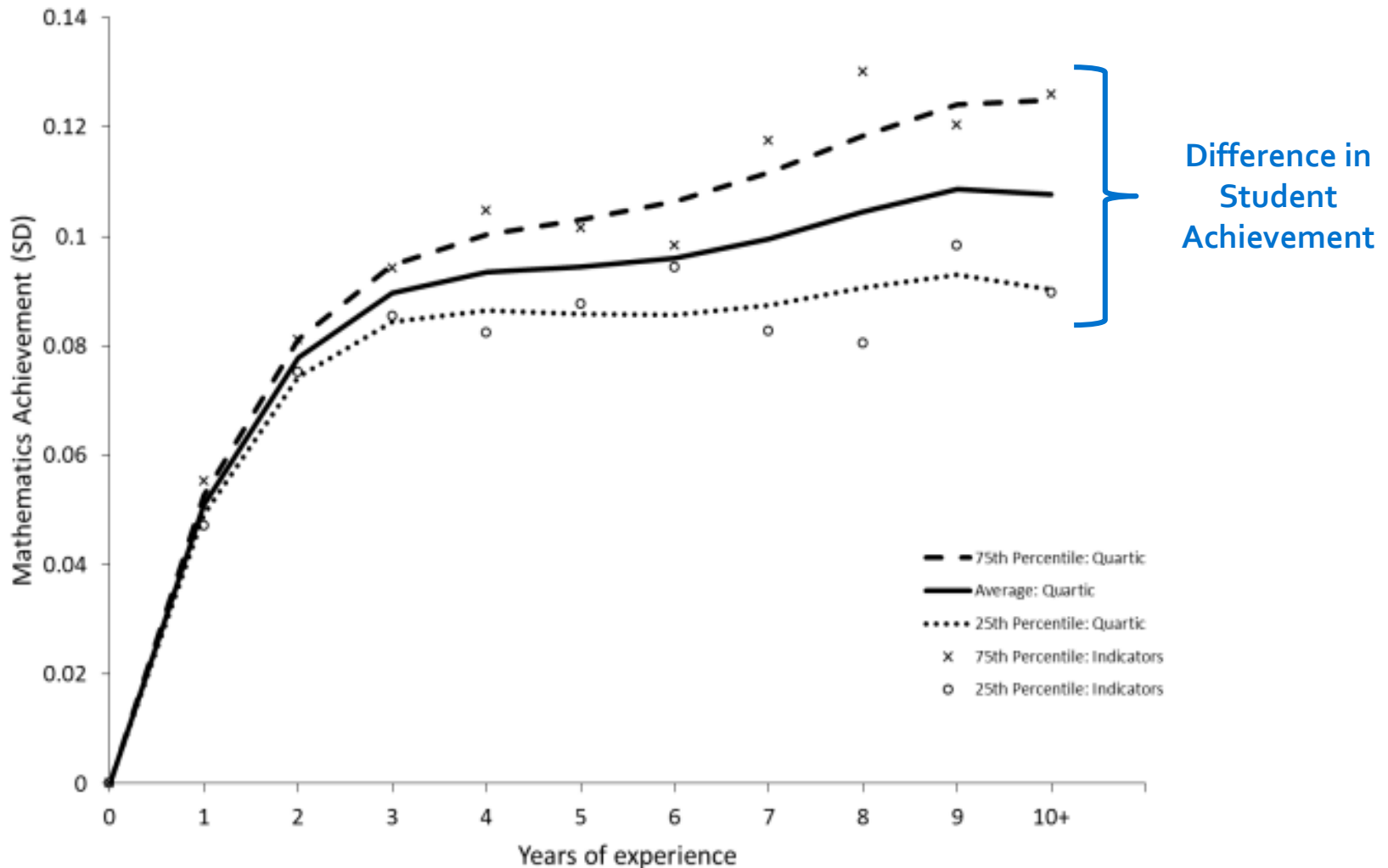


Adapted from Bryk, Sebring, Allensworth, Luppescu, & Easton (2010)

Chicago elementary schools strong in the Five Essentials were found to be 10 times more likely to improve



Teachers improve practice and children's learning 38% more in settings with *strong professional environments*



“Some of the most powerful, underutilized improvement strategies in all of education involves **leaders’ deliberate use of teamwork**—enabling teachers to learn from each other within and across schools—and **building cultures and networks of communication, learning, trust, and collaboration.**”

(Hargreaves & Fullan, 2012, p.89)

Essential Organizational Supports
as Driver & Vehicle of Improvement

Intervention Development: Lead Learn Excel Instructional Leadership Program

Over the course of a 16-Month Engagement ECE Leaders:

1. Develop instructional leadership capacities of ECE administrators, coordinators, and supervisors (e.g. knowledge, skills, and mindsets)
2. Install, structure, and facilitate collaborative job-embedded professional learning (JEPL) routines with teachers
3. Strengthen essential organizational relationships, structures, and practices that sustain improvements over time
4. Improve the quality of teaching and learning in classrooms as measured by the state of Illinois' QRIS –ExceleRate

Collaborative Data Dialogues and Use



Coaching *during* Team Lesson Planning



Peer Learning Groups

Using Root Cause Analysis
&
Plan-Do-Study-Act Cycles



Most existing tools in ECE do not measure precisely *organizational conditions* supporting *instructional practice*

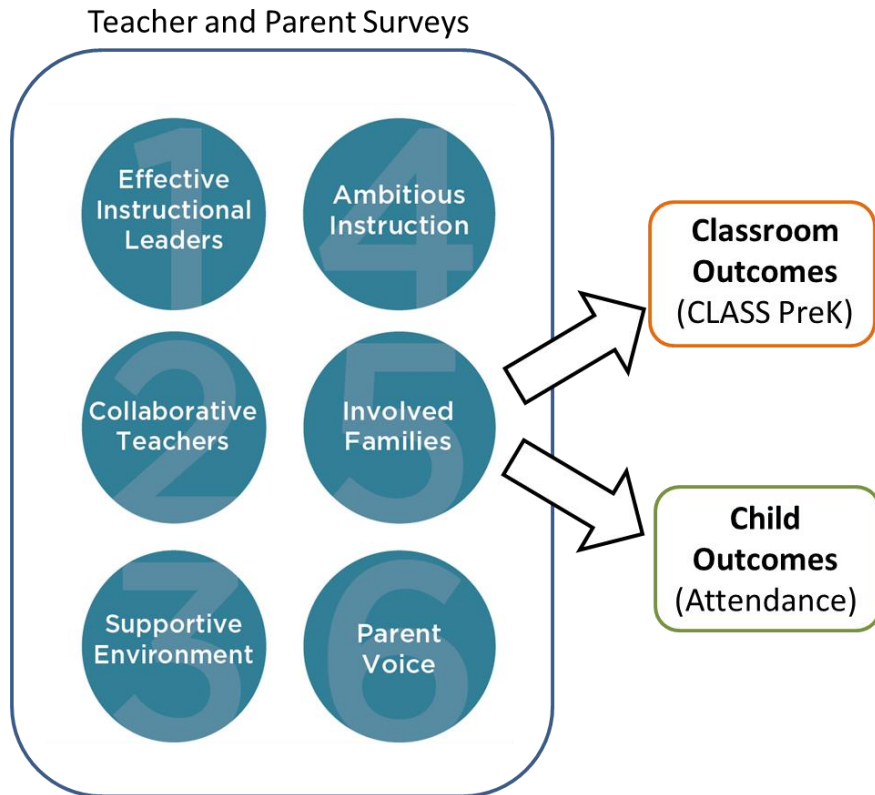
The early education field has reliable and valid tools to measure:

- Classroom structural quality
- Classroom interactional quality
- Family-staff interactional quality
- Administrative leadership and practices
- Workplace environment

What's needed: Measurement of the integrated **organizational structures** that support effective **instructional practices**.

(Zaslow, Tout, & Martinez-Beck, 2010)

Measurement Development & Validation: The Early Ed Essentials



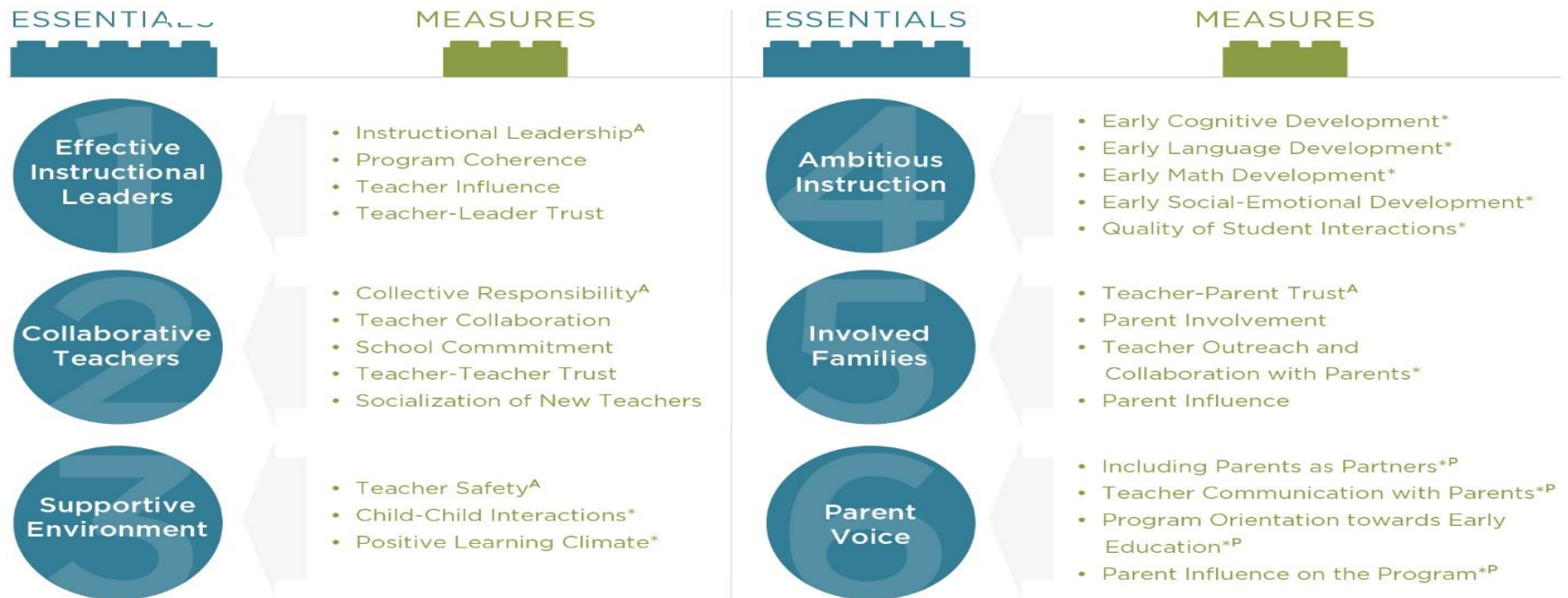
Quantitative Data

- 81 sites (41 school-based; 40 community-based)
- Teacher survey responses (n=745)
- Parent Survey responses (n=2,464)
- Administrative Data
- Outcome Measures

Qualitative Data

- 4 sites (selected from 36 sites w complete survey data)
- Observations & artifacts
- Individual interviews: leaders (n=6), teachers (n=26)
- Group interviews: parents (n=33)

How are measures currently classified under each Essential



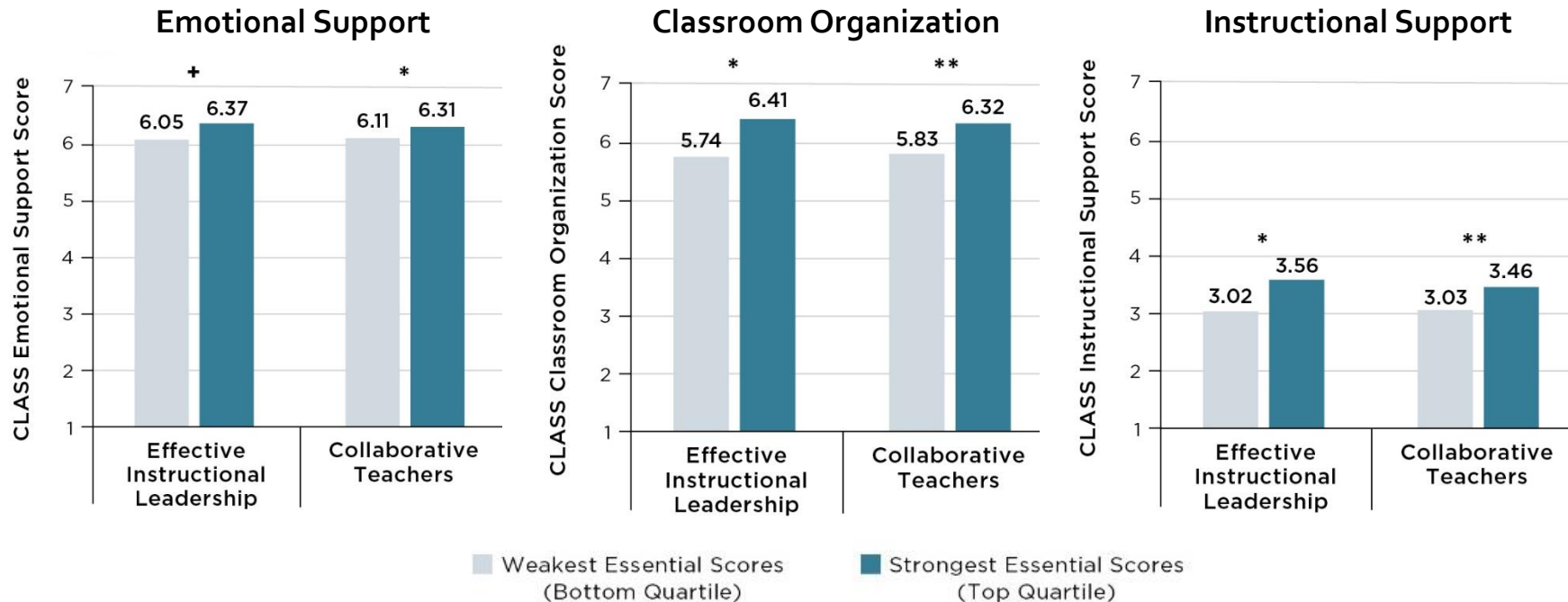
Note: * New Early Ed measure (not on K-12). ^A Slightly adapted from K-12 measure. ^P Parent survey measure.

- 1. Effective Instructional Leaders:** The school or program leadership is strategically focused on children's development and early achievement. They nurture trust, collective understanding and responsibility for excellence, and improvement among staff and families.
- 2. Collaborative Teachers:** Teachers are committed to the school or program, build strong relationships with their colleagues, and work together continuously to improve teaching and learning.
- 3. Supportive Environment:** Schools or programs are physically and emotionally safe and engaging environments, wherein staff hold high expectations for chil-

dren's social-emotional and academic learning, coupled with nurturing, individualized support for children and families.

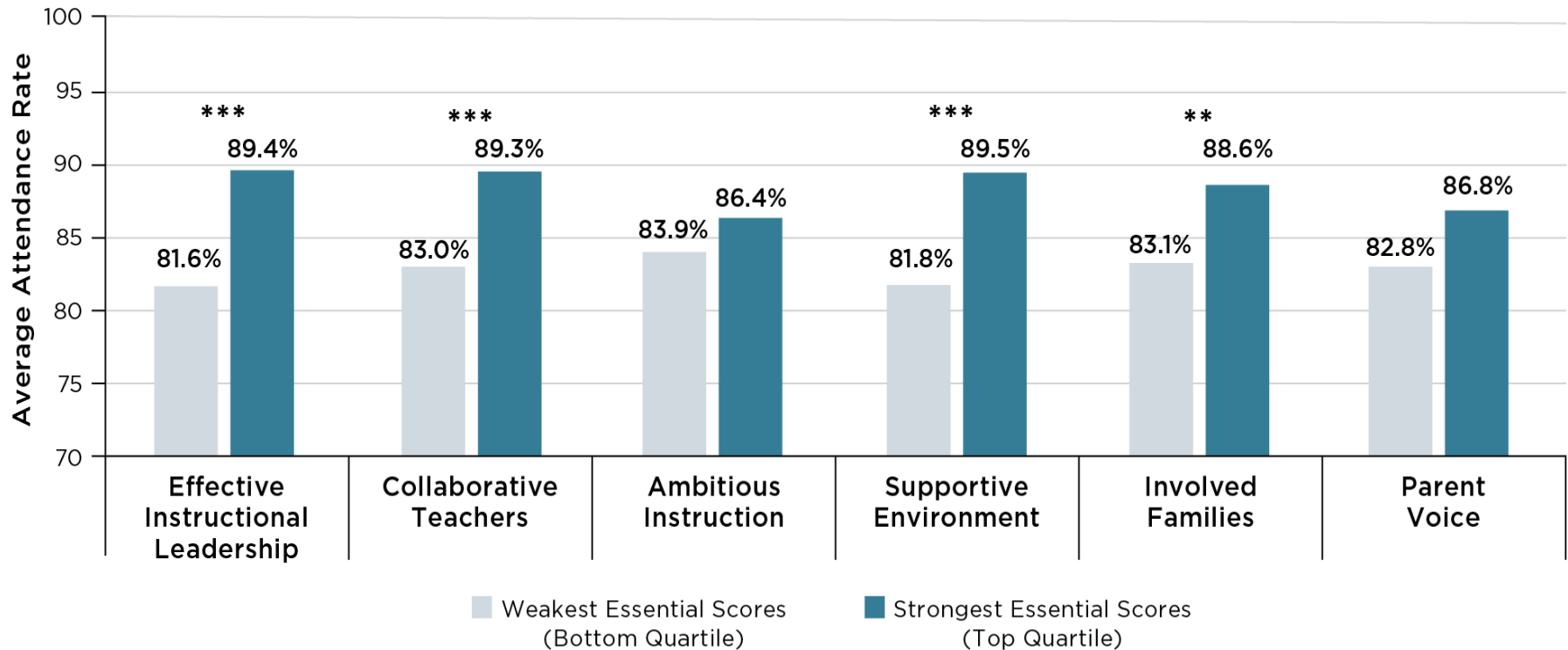
- 4. Ambitious Instruction:** Teachers and staff provide consistently engaging, effective, rigorous, and developmentally-appropriate curriculum and instruction.
- 5. Involved Families:** Staff develop strong, collaborative relationships with families and support active family engagement in children's learning.
- 6. Parent Voice:** Parents feel included as a partner in their child's learning and development, including influence over the programming.

Effective Instructional Leadership and Collaborative Teacher Essential Scores were significantly related to sites' CLASS scores



Note: Each pair of bars compares average CLASS scores with essential scores in the bottom vs. top quartiles. Each site's CLASS score was obtained by fitting unconditional 2-level HLM with classroom scores nested within sites; these model-fitted scores were then used to produce the top/bottom quartile average score. * indicates that the relationship between the essential score and the outcome is statistically significant at the $p < 0.05$ level; ** indicates significance at the $p < 0.01$ level; *** indicates significance at the $p < 0.001$ level.

Most Essentials were also related to student attendance



Note: Each pair of bars compares average attendance rates between sites with essential scores in the bottom vs. top quartiles. Each site's average attendance rate was obtained by fitting unconditional 2-level HLM with students nested within sites; these model-fitted scores were then used to produce the top/bottom quartile average score. * indicates that the relationship between the essential score and the outcome is statistically significant at the $p < 0.05$ level; ** indicates significance at the $p < 0.01$ level; *** indicates significance at the $p < 0.001$ level.

Organizational Mindsets, Structures, and Practices Associated with Higher Quality Outcomes

Staff held common understandings of their goals for high-quality teaching, learning, and engagement of families based on leaders purpose-driven vision.

Leaders built emotionally-supportive relationships with staff and organizational routines that promoted professional collaboration.

Leaders, teachers, and staff viewed social-emotional development as the foundation for all learning, and emphasized inquiry-based teaching strategies.

Leaders, teachers, and staff believed partnerships with families were critical to their effectiveness.

Interactions and conversations among staff and between staff and families was frequent, warm, and encouraging.

At Sites with High Early Ed Essential Support Scores

"I feel like it's empowering [here]... it's not just from the top down. We believe in this stuff and I have something to share and it's valued by your administrator. Then, your co-teachers and your colleagues also buy in, too, and you have that energy and you have that love, and then you have **an administrator that pushes you in that way and supports you and guides you and nudges you a bit further."**

- Lead Teacher A

Organizational Mindsets, Structures, and Practices Associated with Lower Quality Outcomes

Staff articulated that their main priority was remaining in compliance with the myriad of program standards as emphasized by their leaders.

Absence of leadership practices and organizational structures that established a pedagogical vision for teaching, learning, and family engagement.

Teachers, leaders, and staff emphasized rote learning as the primary strategy for achieving program-established kindergarten readiness goals.

Leaders, teachers, and staff did not believe partnerships with families were critical to their effectiveness.

Leaders, teachers, and staff kept to individual offices and classrooms, interacting minimally with one another and families

At Sites with Low Essential Support Scores

“That’s the one thing that gets to me [here]...
there is no collaboration. I am used to going to
another classroom and saying, ‘Hey, I couldn’t do it
this way. Can you tell me how I can do it that way,
or didn’t that way work for you?’ [But here]
everybody is not even on the same plan. Everyone
is not even using the same curriculum [name].
That’s what gets me because **if I have a
problem...and I want to compare, I can’t.**”

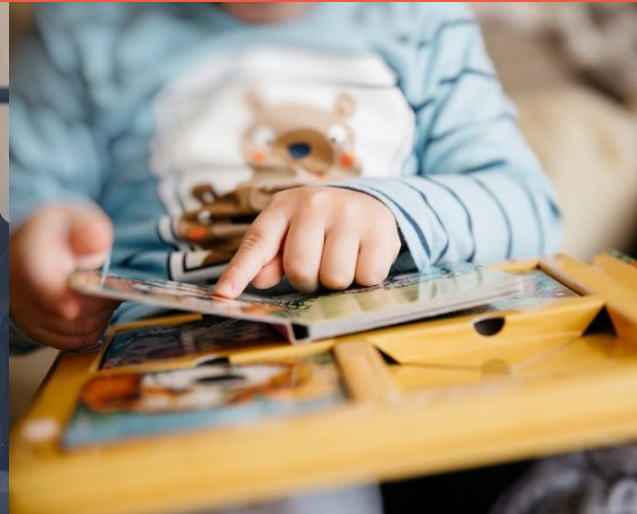
- Lead Teacher B

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2018 QRIS National Meeting

Chris Sciarrino



Blending improvement science, evidence-based practice and digital solutions

A young girl on the left and a woman on the right are shown from the chest up, facing each other and clapping their hands. They are both smiling. The background is dark and out of focus, with some light bokeh. The text is overlaid in the center.

We know a lot about
what works.....

How do we make
professional learning
stick?

Relationships

Relationship-based principles



- 1 Voice and choice
- 2 Focus and simplicity
- 3 Co-design at every level
- 4 Bottom up inside out
- 5 Relational agility

Structure

FMSD Project - Early Learning Social Emotional Engagement



PARTNERS

Franklin-McKinley School District

Pyramid Consortium

Santa Clara County Office of Education (state preschool, HS)

New Teacher Center

The Early Learning Lab

Educare at Silicon Valley



PARTICIPANTS

27 pre-K, TK, K teachers

6 administrators

2 coaches

27 instructional aides



PROCESS

6 day-long trainings

2 PLCs per month

3 hours per month coaching (opt-in)

3 data meetings, 2 co-design meetings (opt-in)

Weekly Quick Check (opt-in)



Early Learning Social Emotional Engagement (ELSEE) Driver Diagram: 2017-18

SMART aim:

Teachers

- 80% or higher on 14 TPOT Key Practices (&/or double-digit gain)
- <1 red flag

Children

- Increase in prosocial behaviors
- Decrease in challenging behaviors
- Strengthen executive function skills

Global aim:

Improve young children's school readiness by:

- Integrating social emotional learning (SEL) across academics*
- Engaging families as partners

Decrease third grade suspension rate 25% by 2022

*includes early literacy, math, science, social studies, & creative arts

DRIVERS

PROFESSIONAL LEARNING:

Teachers

- Are prepared and supported to integrate SEL across academics for all children in pre-K, TK, & Kindergarten (in Testing & Learning classrooms)

System

- Build and sustain a differentiated, coherent model of professional development in FMSD

EARLY LEARNING CHAMPIONS:

Administrators

- Increase awareness of SEL best practices in early learning (pre-K, TK, & Kindergarten)
- Actively support teachers' implementation of SEL across academics for all children
- Further align preK-3rd grade systems in FMSD

FAMILY ENGAGEMENT:

Teachers

- Engage with families as partners beginning in the early grades
- Share SEL strategies & best practices with families to use at home

ACTIVITIES

- Trainings (6 sessions/year)
 - Pyramid Model plus *Executive Functioning* skills
 - Integrating SEL across Academics
- Professional Learning Communities (2 meetings/month; Choice of content)
- Coaching support for ELSEE Teachers (3 hours/month)
- ELSEE Teacher meetings (5x/year: 2 co-design + 3 data dialogues)
- Coach Learning Sessions w/early learning experts from Pyramid Model Consortium and Lab (5x/year)

- FMSD: Early Learning Newsletter and updates
- Principals participate in one EL Pathway option: Early Learning Principal Academy or monthly Principal group
- ELSEE Principals & partnering Directors: Attend Learning & Scaling Collaborative Meetings (2x/year)

- Conduct *Family Engagement interview* (1x/year)
- Implement 4 Pyramid Model strategies to connect with families
- Implement 2 ways to support family use of Pyramid Model practices

Create space for inquiry across roles

Daily/Weekly



**Teachers,
Coaches**



Monthly



**Teachers, Coaches,
Early Learning
Administrators,
Site Managers,
the Early Learning Lab**



2-4x/year



**Learning &
Scaling
Collaborative
Review**

**Implementation Team,
District and Community Leaders,
Packard Foundation,
Evaluators**



**Highly focused work
processes and routines**

Identify a shared practice interest



Will weekly self-study help teachers use the Pyramid model in daily interactions with children and provide useful information on what is working in the classroom?

Co-design simple routines of practice



The Quick Check

Transforming Practice through Teacher-Powered Data

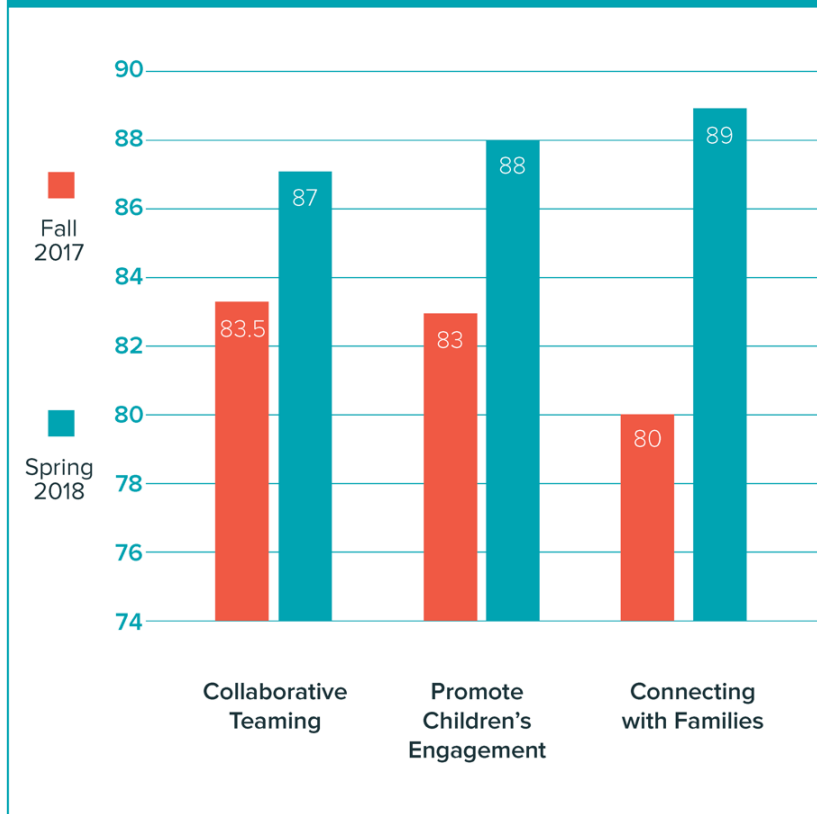
Purpose

- Increase knowledge of key practices
- Increase uptake and create fluidity in using key practices
- Provide a consistent, simple tool for self-study
- Put teachers in charge of their own data and their own time

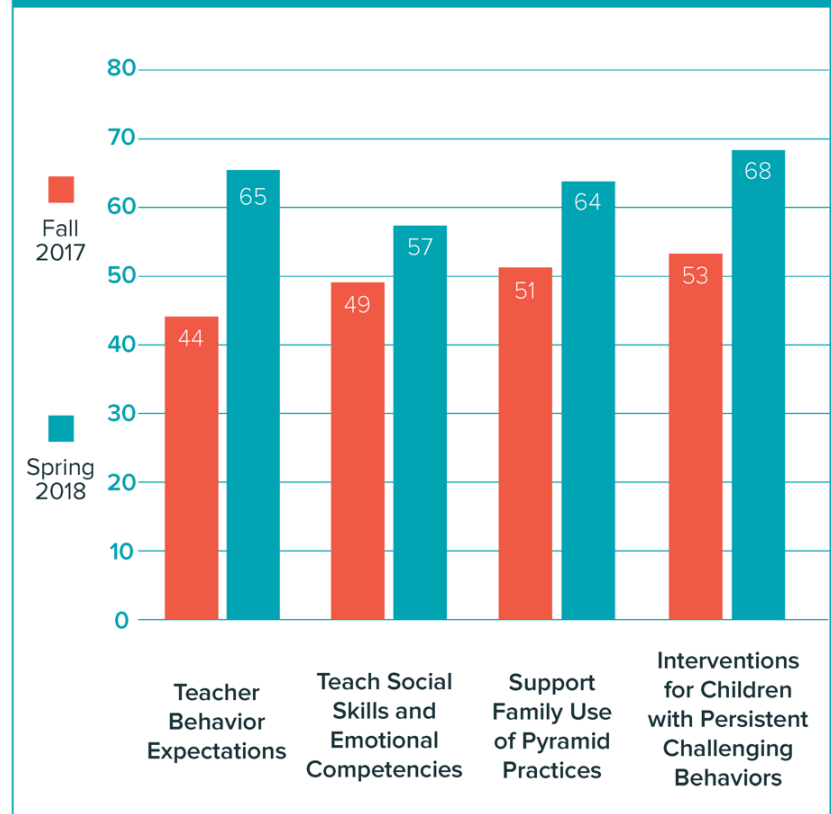
Changes in practice

The Teaching Pyramid Observation Tool (TPOT) outlines best practices that support the development of social skills and prevention of challenging behavior. The pre/post results serve as content guiding ongoing teacher-coach interactions.

TPOT Highest Key Practices: 2017-2018



TPOT Lowest Key Practices: 2017-2018



WHAT TEACHERS SAID

“

“Without the Quick Check I would be more scattered and less intentional on my strategies.”

“IT HELPS ME STRUCTURE IN TIME FOR REFLECTION WHICH I KNOW I SHOULD DO, BUT I DON'T ALWAYS FIND THE TIME TO DO IT.”

“I can see children's behaviors changing over time.”

“I AM DOING IT!”

“I thought it was more time-consuming work added to my already tons of work. But it was all worth it. I have learned so much and continued to grow.”

“IT HELPS ME FOCUS ON MYSELF, USE SPECIFIC PRACTICES, HELPS ME SEE BEHAVIOR THROUGH A CONSISTENT LENS.”

”

earlylearninglab.org

Thank you.



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