



Capturing Curriculum and Assessment in QRIS Ratings: Lessons Learned and New Directions

Goals

Measuring what Matters

1. Learn about three states' approaches to understanding and supporting curriculum & assessment practices in QRIS
2. Discuss the challenges and opportunities inherent in measuring, monitoring and supporting child assessment and individualized instruction at scale

National Context

Indicators	2010 # of QRIS (n = 26)	2017 # of QRIS (n = 44)
Curriculum	10	34
Assessment Practices	11	31

https://childcareta.acf.hhs.gov/sites/default/files/public/qris_curriculum_assessment_2016_0.pdf

Common
QRIS
Curriculum
Indicators

- Required use of a specific curriculum
- Use of a curriculum from an approved list or aligned with state guidelines
- Submission of documentation (i.e., lesson plans)
- Onsite assessment and/or support from a coach

Common QRIS *Assessment* Indicators

- Child assessment used to guide curriculum planning and/or individualization
- Alignment with state Early Learning Guidelines
- Training on child assessment
- Formally share assessment results with families
- Time requirements for assessment completion
- Culturally & linguistically appropriate assessment requirement specified
- Transition planning
- Embedded in core competencies
- Kindergarten entry assessment

Key Questions

- What are states doing to assess curriculum and assessment practices in early care and education settings (QRIS, PreK, Head Start)?
- What information are QRIS collecting for quality improvement vs. monitoring?
- How do QRIS balance the need for evidence and the need to be efficient?

New Mexico

- **Alejandra Rebolledo Rea**, *Acting Division Director, Early Childhood Services, Children Youth and Families Department, New Mexico*
FOCUS

Colorado

- **Karen Enboden**, *Manager, Colorado Shines, Colorado Office of Early Childhood*

Virginia

- **Katie Squibb**, *Research and Evaluation Associate for the Virginia Early Childhood Foundation, Virginia Quality*



Focusing on Young Childrens' Learning & Supporting Families

Curriculum and Assessment QRIS

How Early Childhood Curriculum and Assessment inform the implementation of
quality practices for New Mexico FOCUS-QRIS

2018 BUILD - QRIS National Meeting

Lessons Learned

Background:

1997 – 1999

Gold – Silver – Bronze

No financial Incentives

No onsite consultation

No access for low income children

1999 – 2011

Aim High

Differential subsidy

Onsite Consultation

Access for low income children

- Programs had a difficult time to maintain quality after “graduating” from AIM HIGH Consultation
- Consultation was focused on working in classrooms with teachers only
- High turnover rate of teachers
- 5 STAR Accreditation was not consistent
- System was based on meeting Environmental Rating Scales criteria only
- Aim High was the foundation of FOCUS



FOCUS

*New Mexico Tiered
Quality Rating
and Improvement
System*





New Mexico's third-generation Tiered Quality Rating and Improvement System (TQRIS) is called *FOCUS on Young Children's Learning* (FOCUS).

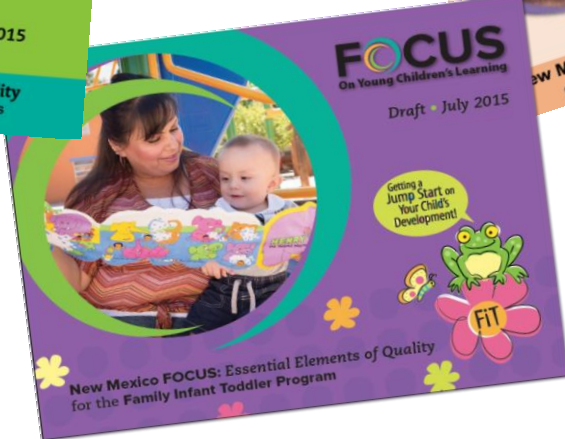
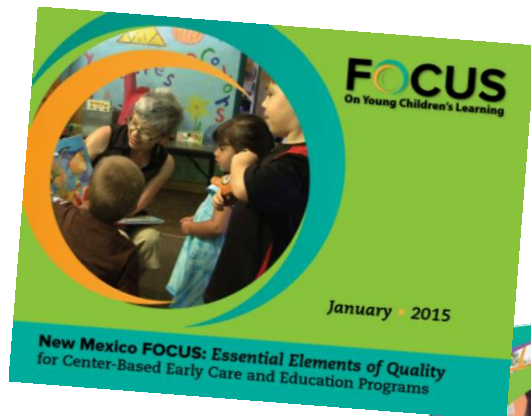
Based on intentional use of experiences, interactions, and curriculum to promote child development and learning using the *New Mexico Early Learning Guidelines*.

FOCUS is now a process to promote quality for all of New Mexico's Early Learning programs.

Formerly referred as the “System of Systems”, the New Mexico Early Learning System connects strategies and initiatives with one-another for the overall goal of a seamless cohesive and aligned system.

The New Mexico Early Learning System					
Ages					
PRENATAL	BIRTH TO ONE	ONE	TWO	THREE	FOUR TO KINDERGARTEN ENTRY
Home Visiting					
	IDEA Part C Early Intervention— NM FIT PROGRAM			IDEA Part B EC Special Education	
	Title I				
	Child Care				
Early Head Start				Head Start	
				NM Early PreK	NM PreK

FOCUS TQRIS has expanded to all early learning programs in New Mexico



*The mission of
FOCUS is to
support positive
outcomes for all
young children
and their families*

*With the New Mexico Early Learning Guidelines as a base,
FOCUS utilizes the New Mexico Authentic Curriculum
and Assessment Process to meet individual children at
their developmental level on the learning continuum and
scaffold their learning*



Main Components of FOCUS Process

- Key Elements: Standards - 5-tier Criteria
- Training Consultation
- Accreditation Approval process
- Verification

Standards

Full Participation of each child

- Family Engagement
- Inclusive Practices for Children with Developmental Delays or Disabilities
- Culture and Language Including the Support of Dual Language Learners (DLL)
- Promoting Social Relationships

Health Promotion and Developmental Screenings

Professional Qualifications

Group Size-Ratios/Caseloads



Intentional Teaching: Authentic Observation Documentation and Curriculum Planning Process

Intentional Leadership: Continuous Quality Improvement



Onsite consultation - program administrators
Technical Assistance System to train providers
Based on NMPreK Consultation
With RTT Funds – 5 programs per consultant

Verification

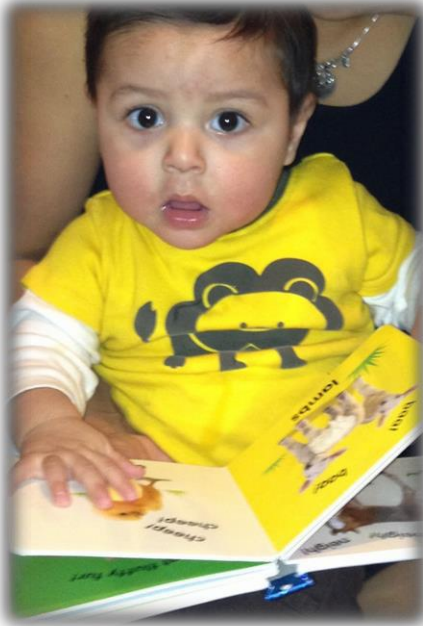
- Contracted out – started with 2 verifiers
- Off-site desk reviews of documents
- On-site review of documents
 - AODCP
 - CQI
- Added TTAPs to verification process



Lessons Learned Current Strategies and Next Steps



Consultation



- Consultation was fragmented, some programs had 3 individuals coming to their program – others none
- After RTT it was difficult to sustain caseloads
- Educators did not feel supported
- Strong emphasis on documentation

Verification

- There were not enough verifiers to support the need
- There was no fidelity to the process
- It was difficult to verify implementation of the Curriculum and Assessment in the classroom
- Documentation verified did not reflect the level of understanding of the process and implementation by educators
- There was no mechanism to get parental perspective
- Not all 5-Star programs are functioning at highest quality

Consultation

- The Training and Consultation System was consolidated in July 2017
- Developed consultation standards and consultant PD
- Educators, administrators and coordinators are involved
Onsite training tied to consultation
- Includes classroom curriculum implementation strategies
- Strong emphasis on relationship-building, S/E support
- Use of reflective practices



Verification

- To ensure fidelity and accountability:
 - CYFD-ECS staff is conducting onsite verifications
 - A team of 2 per verification is deployed
 - Procedures have been developed
- Process includes a three-prong approach (OIR)
 - Observe – Connections between assessment, curriculum and implementation in the classroom – classroom interactions – full participation
 - Interview – Educators, administrators, directors, families, community partners (children)
 - Review – Documentation related to AODCP, CQI, training, etc.
- Case Management and next steps with program and consultant

What's Next for New Mexico?



Revise FOCUS Standards and Criteria to ensure clarity

Enhance the consultation system by providing additional pre-services and in-service training to consultants

Expand Capacity and use of Video-based consultation

Expand Mental Health Consultation

Update verification tool to be used as Self-Assessment and CQI

Random Verification of Accredited Programs

Due process for STAR revocation

Use KEA to measure outcomes for Children in FOCUS programs



**COLORADO
SHINES**

**START EARLY
START STRONG
QUALITY EARLY LEARNING**

Colorado's Next Generation QRIS:

Implementing our state's new QRIS structure and thoughts on next steps

Colorado Shines Structure

- Launched February, 2015
- Block/Point System
- Embedded in Licensing
- Mandatory Participation at Level 1
- ERS Tools used for site visit
- QI Incentives @ Level 2



History

- Qualistar Rating 2000– 2015
- 2010 Exploration of a next generation QRIS ~ Task Group
- 2013-14 Statewide outreach to stakeholders
- Research Science Review



Curriculum and Assessment

- Implementation of Colorado Shines
 - 2 standards for curriculum
 - 4 standards for child Assessment
 - Evidence Collected



Next Steps

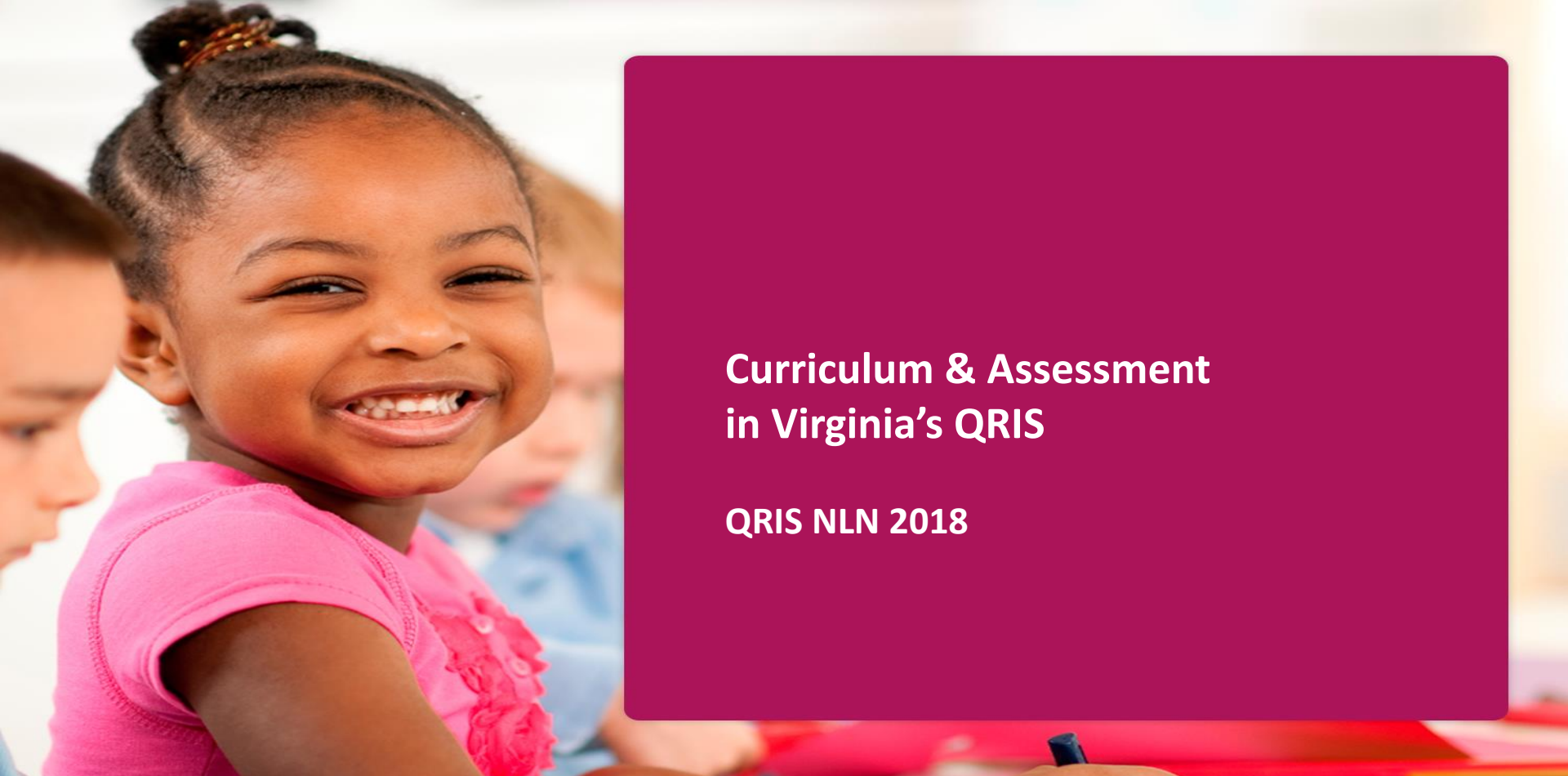
- Validation Data
- Minimize changes
- Feedback loops/role of our partners
- Evaluation based on a QI approach

Using Rating data

Coach Role

Stakeholder Role

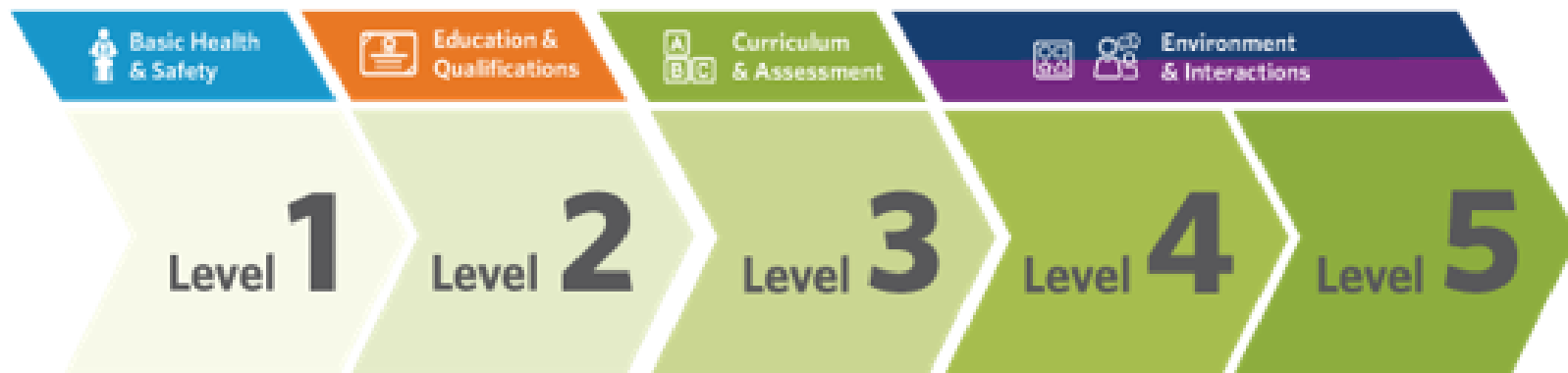




Curriculum & Assessment in Virginia's QRIS

QRIS NLN 2018

Virginia Quality Levels



Foundation/Structural Quality
Measured thru documentation

Child's Experience/Process Quality
Measured thru observation



CURRICULUM & ASSESSMENT

Intentional teaching has an impact on school readiness. This standard does not require programs to use a purchased curriculum. Instead, this standard measures how programs intentionally promote children's learning and development. Virginia has developed the *Milestones of Child Development* and the *Foundation Blocks for Early Learning* to guide early childhood educators in promoting school readiness, and this standard considers how the program aligns with Virginia's Early Learning Guidelines.

Historical context

- **Curriculum & Assessment Standard added as part of revisions process**
- **Rationale:**
 - Interest in promoting school readiness and preparing programs for success with on-site observations
 - Situated at Level 3 as a bridge between structural and process quality
- **Goals:**
 - Orient programs to Virginia's early learning guidelines
 - Encourage intentionality in planning activities and assessment
 - Support common understanding of domains of child development and DAP
 - Allow for diversity of approaches and philosophies

LEVEL 3

Curriculum & Assessment



Criteria

A program must meet all requirements for Levels 1 and 2

AND

Completion of the Virginia QRIS curriculum & assessment checklist to demonstrate selection and use of curriculum or other teaching framework aligned with *Virginia's Milestones of Child Development* or *Virginia's Foundation Blocks for Early Learning*; and developmentally appropriate practices.

 Download [Virginia's Milestones of Child Development](#) here⁴

 Download [Virginia's Foundation Blocks for Early Learning](#) here⁴

+

Lead Teachers have at least eight (8) hours of training on implementing the identified curriculum or teaching framework.

+


Validation visit to confirm accuracy of curriculum & assessment checklist through on-site document review and observation. Information also used to guide quality improvement efforts.

Required Improvement Activities

- ☐ Program completes an Environment Rating Scale (ERS) self-study using the appropriate tool for the ages served and setting.

 For more information on the ERS, visit ersi.info

- ☐ Program completes a Classroom Assessment Scoring System (CLASS) self-study using the appropriate tool for ages served.

 For more information on the CLASS, visit teachstone.com

Curriculum Checklist: 3 Parts

Part
1

ALIGNMENT

Examine the extent your program's curriculum or intentional teaching approach addresses the domains of early learning and development.

Part
2

DEVELOPMENTALLY APPROPRIATE


Measure the extent your program's curriculum or intentional teaching approach is aligned with developmentally appropriate practices.

Part
3

TRAINING and SUPPORT

Document the support and training your teaching staff receives on implementing the curriculum or intentional teaching approach.

Checklist Form



Committed to Quality
Early Learning

Virginia Quality Curriculum Checklist

Before completing this checklist, programs should watch the online module ["Introduction to the Curriculum Checklist"](#) and review the curriculum checklist instructions. Please contact your quality coordinator if you need assistance completing this checklist.

Program Name

Name of Person Completing Curriculum Checklist

Name of curriculum and/or intentional teaching approach:

Age of children this curriculum or intentional teaching approach is used with: (Check all that apply)

☐ Infants
☐ Toddlers
☐ Twos
☐ Threes
☐ Preschoolers

[Next Page](#)

Page 1 of 7

Part One : Alignment

Complete the "review" for the following items to determine whether the requirement is Not Met, Partially Met or Fully Met. Please refer to the Curriculum Checklist Instructions for examples of evidence on-site specialists will be looking for (add link to instructions and milestones).

Social Emotional Development (SE)

- Relationships with others
- Learning about self
- Emotion regulation and self-regulation

	Not Met	Partially Met	Fully Met
Coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficulty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Approaches to Learning (AP)

- Persistence
- Curiosity and initiative
- Creativity and inventiveness
- Reasoning and problem solving

	Not Met	Partially Met	Fully Met
Coverage	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Depth	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficulty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Language and Literacy (LL)

- Listening & Speaking
- Print awareness and concepts
- Comprehension
- Phonological awareness and alphabetic knowledge
- Early writing

	Not Met	Partially Met	Fully Met
Coverage	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Depth	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Difficulty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

[Next Page](#) [Previous Page](#)

Page 2 of 7

Curriculum Validation Visit

- Level 3 application automatically triggers a TA request so that a Curriculum Specialist can be assigned to complete Validation Visit.
- Validation Visit scheduled following successful completion of Curriculum Checklist
- Specialist's role during the Validation Visit is to confirm that there are no major discrepancies between the information submitted by a program and the on-site practices
- Validation visit also helps determine next steps for QIP goals & Technical Assistance



Participation by Level

Quality Level	Initial Launch	7.31.17 End of Year 1	10.31.17 1 st Quarter	1.31.18 2 nd Quarter	4.1.18 3 rd Quarter
Level 1	163	404	368	364	363
Level 2	n/a	57	70	96	120
Level 3*	79	409	435	475	477*
Level 4	n/a	37	42	52	64
Level 5	n/a	5	8	20	27
Total	242	912	923	1007	1051

Lessons learned from beginning implementation

- **Clarifying the role of the Specialist**

- Preparation for Level 3 (pre-Validation)
- Validation as a baseline for TA
- Distinction between Raters and Specialists

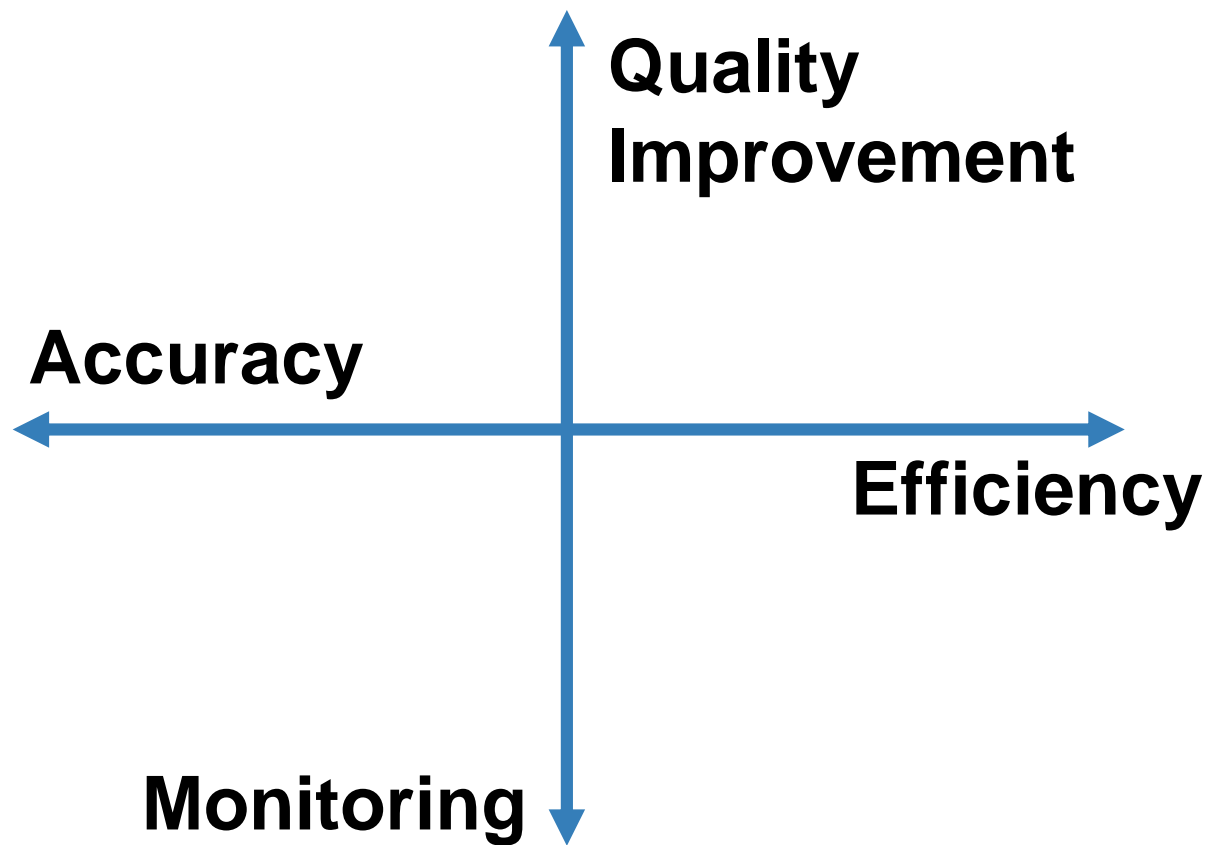
- **Fine-tuning training of Specialists**

- Encouraging documentation
- Protocol for Validation visits (interview and observation)

- **Future supports**

- Learning communities for Specialists to provide ongoing peer support and PD
- Feedback mechanisms to address issues that arise as more programs seek Level 3

Balancing Trade offs?



Discussion

- What strategies is your state trying that you are excited about and want to share?
- What questions is your state wrestling with that you want to discuss with other states here today?
- What would it mean for your state to emphasize quality improvement over monitoring?

Thank you!

Sarah: sdaily@childtrends.org

Alejandra: Alejandra.Rebolledo@state.nm.us

Karen: karen.enboden@state.co.us

Katie: katie.squibb@gmail.com

