

West Virginia Early Care and Education

WVDE



WVDHHR



CONNECTING THE CQI PROCESS TO PROFESSIONAL LEARNING OPPORTUNITIES

Pre-K TEAMS Meeting Discussion

June 25, 2020



WVBE POLICY 2525 UPDATES & CQI

§126-28-18. Program Assessment and Continuous Quality Improvement.

18.1. County collaborative early childhood teams will develop and maintain a continuous quality improvement process, (CQI process), which includes an annual plan for collecting and analyzing program assessment data to establish school readiness goals, assuring children have the best available resources prior to entering first grade.

The Continuous Quality Improvement (CQI) Process Guidance Manual is available to assist county collaborative early childhood teams in the selection of observational measurements, as well as provide information about the CQI process.

WVBE POLICY 2525 UPDATES & CQI

§126-28-18. Program Assessment and Continuous Quality Improvement.

The CQI process must minimally include annual program data results to determine intentional, sustained, and standards-focused professional learning opportunities and recommendations for county strategic plans. Annual data results must include:

18.1.a. County aggregated child outcome data; and

18.1.b. Classroom observation data from a research-based instrument.

WVBE POLICY 2525 & STAFF TRAINING

17.2. All county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, shall participate in 15 hours of professional learning annually, based on needs determined in the county continuous quality improvement process.

The county collaborative early childhood team should utilize county program assessment data, along with other professional learning needs assessment data and the West Virginia Core Knowledge and Competencies for Early Care and Education Professionals when developing WV Pre-K staff development plans.

INTENT OF THE POLICY/CHAT OBJECTIVE

How is your CQI process connected to professional learning opportunities?

Does the process empower educators to foster growth in instructional support for children?

Is your process transparent to all stakeholders?

THE CQI PROCESS



- Process must include an annual plan to guide each part of the process.
- Analyzed and updated regularly.
- This illustration is missing one piece. What is it? Where does it fit?

THE CQI PROCESS



- Implementation?

HOW DO YOU PLAN PROFESSIONAL LEARNING OPPORTUNITIES FOR PRE-K EDUCATORS?



Aggregated
Child
Assessment
Data

Classroom
observation
data

Stakeholder
Input

External Data
Sources

Aggregated Child Assessment Data

- In your annual plan, how and when do you:
 - Aggregate child assessment data?
 - Analyze child assessment data?
 - Plan based on child assessment data?

In addition to the ELRS checkpoint data, what other sources does your team utilize?

	P1	P1-P2 (+/-)%	P2	P2-P3 (+/-)	P3	P1-P3 (+/-)%
Number and Numerical Operations	1.82	73.66%	3.16	15.32%	3.65	100.27%
Functional Counting	2.12 (147, 77)	59.69%	3.38 (148, 127)	14.17%	3.86 (133, 119)	82.32%
Numerical Operations	1.67 (147, 48)	92.97%	3.22 (148, 117)	12.45%	3.62 (133, 112)	116.99%
Written Numbers	1.68 (147, 46)	72.11%	2.89 (148, 105)	19.86%	3.47 (133, 108)	106.29%
Classification and Algebraic Thinking	2.08	66.84%	3.47	12.14%	3.89	87.10%
Classification	2.37 (147, 97)	61.65%	3.84 (148, 135)	9.51%	4.20 (133, 125)	77.03%
Algebraic Thinking	1.79 (147, 57)	73.72%	3.11 (148, 118)	15.39%	3.59 (133, 110)	100.46%
Geometry and Measurement	1.90	67.79%	3.20	10.34%	3.53	85.13%
Identifying and Using Shapes	1.98 (147, 64)	61.10%	3.19 (148, 127)	11.99%	3.57 (133, 119)	80.41%
Measurement	1.83 (147, 54)	75.02%	3.20 (148, 122)	8.70%	3.48 (133, 114)	90.24%
Scientific Inquiry	1.88	50.48%	2.83	13.14%	3.20	70.26%
Observation and Reporting	1.88 (147, 61)	61.36%	3.04 (148, 118)	12.51%	3.42 (133, 110)	81.55%
Prediction	2.25 (147, 89)	32.03%	2.97 (148, 123)	15.07%	3.42 (133, 114)	51.93%
Investigation	1.50 (147, 37)	64.49%	2.47 (148, 97)	11.58%	2.76 (133, 93)	83.54%

Classroom Observation Data

Research-Based Tools:

- Classroom Assessment Scoring System (CLASS)
- Teaching Pyramid Observation Tool (TPOT)
- Early Childhood Environment Rating Scale, Third Edition (ECERS-3)
- The Fidelity Tool: The Creative Curriculum for Preschool
- High Scope Program Quality Assessment (PQA)

Locally Designed Based on Policies/Regulations:

- WV Universal Pre-K Observation Walkthrough
- WV Universal Pre-K Health and Safety Checklist

PRE-K CLASS DOMAINS (SAMPLE)

CLASS Domains	Mean	Minimum	Maximum
Emotional Support	5.76	3.15	7.00
Classroom Organization	5.49	2.20	6.93
Instructional Support	2.28	1.13	5.00



CLASS PRE-K DIMENSIONS & DOMAINS (SAMPLE)

CLASS Dimensions and Domains	Mean
Emotional Support Domain	5.76
1. Positive Climate	5.98
2. Negative Climate	6.73
3. Teacher Sensitivity	5.47
4. Regard for Student Perspectives	4.86
Classroom Organization Domain	5.49
5. Behavior Management	5.75
6. Productivity	5.83
7. Instructional Learning Formats	4.89
Instructional Support Domain	2.28
8. Concept Development	2.03
9. Quality of Feedback	2.35
10. Language Modeling	2.46



Stakeholder Input

- Educators
- Administrators
- Advisory Councils
- Initiative groups (Campaign for Grade-Level Reading, Math4Life, Reggio-Inspired Approaches)
- What other stakeholder input do you utilize?

External Data Sources

- Self-Assessments
 - Head Start Monitoring
 - Childcare licensing reports
 - Research data
 - Pre-K Program Review Results
 - Countywide Reviews
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- What other external data sources are available/utilized?

THE CQI PROCESS



THE CQI PROCESS



[CQI Resources](#)