# Capital Quality Community of Practice

Data-driven Goal Setting and Action Steps
Practice-based Coaching and Staff Professional Development
(Part Two)

Feb. 23 and Feb. 24, 2018

# Agenda

I. Welcome

II. January Meeting Recap

III. Icebreaker and Updates

IV. Data-Driven Goal Setting and Action Steps (Part Two)

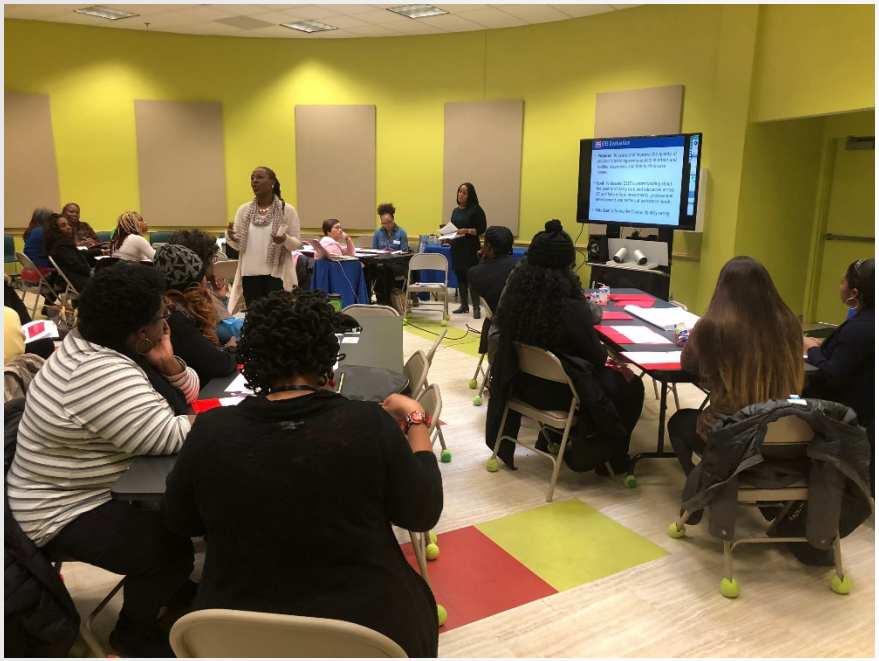
V. Professional Development Opportunities

VI. Next Steps

# Welcome

# January Meeting Recap

# January Meeting Recap



# Program-Level Environment Rating Scale (ERS) Reports

PROGRAM NAME

## Program Level Average

Program: [PROGRAM NAME]

Number of classrooms observed: 3

2017 ITERS Program Average Scores

| Subscale | Program Averages | Quality Level |
|---|---|---|
| I. Space and Furnishing | 3.80 | Minimal |
| II. Personal Care Routines | 6.07 | Good-Excellent |
| III. Listening and Talking | 4.20 | Minimal-Good |
| IV. Activities | 2.60 | Inadequate-Minimal |
| V. Interaction | 3.90 | Minimal |
| VI. Program Structure | 5.50 | Good |
| VII. Parents and Staff* | 3.50 | Minimal-Good |
| ITERS-R TOTAL SCORE | 4.01 | MINIMAL-GOOD |

*The Parents and Staff subscale information was gathered at the program level, so the score for this subscale is the same for all classrooms.

PROGRAM NAME

## Classroom Level Average

| CLASSROOM 1: | | |
|---|---|---|
| Subscale | Classroom Averages | Quality Level |
| I. Space and Furnishing | | |
| II. Personal Care Routines | | |
| III. Listening and Talking | | |
| IV. Activities | | |
| V. Interaction | | |
| VI. Program Structure | | |
| VII. Parents and Staff* | | |
| ITERS-R TOTAL SCORE | | |

| CLASSROOM 2: | | |
|---|---|---|
| Subscale | Classroom Averages | Quality Level |
| I. Space and Furnishing | | |
| II. Personal Care Routines | | |
| III. Listening and Talking | | |
| IV. Activities | | |
| V. Interaction | | |
| VI. Program Structure | | |
| VII. Parents and Staff* | | |
| ITERS-R TOTAL SCORE | | |

| CLASSROOM 3: | | |
|---|---|---|
| Subscale | Classroom Averages | Quality Level |
| I. Space and Furnishing | | |
| II. Personal Care Routines | | |
| III. Listening and Talking | | |
| IV. Activities | | |
| V. Interaction | | |
| VI. Program Structure | | |
| VII. Parents and Staff* | | |
| ITERS-R TOTAL SCORE | | |

*The Parents and Staff subscale information was gathered at the program level, so the score for this subscale is the same for all classrooms.

SCHOOL READINESS CONSULTING 6 2017

# OSSE Contacts

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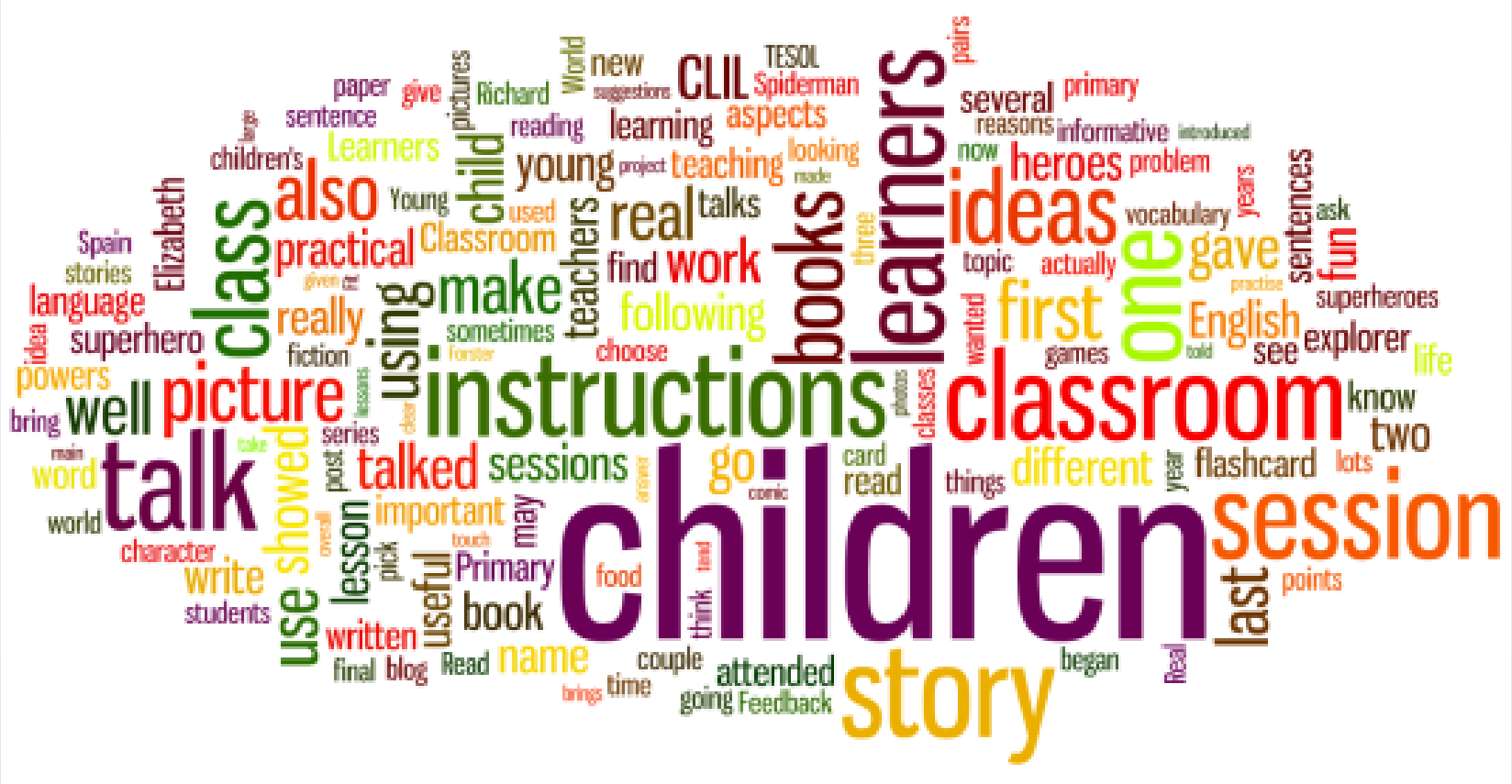
# Icebreaker and Updates

# Best One Word in the World



# Discussion Questions

## Strengthening the Capital Quality Program

Please write your responses on a post-it note and place them on the posters.

1. What are the things we would like to continue?
2. What do we want to strengthen?
3. How can we support you more?

# Updates

## Capital Quality Updates

- Year Two Goals and Action Steps
- Incentives
- Quickbase
- Provider Kudos and Acknowledgements

# Data-Driven Goal Setting and Action Steps (Part Two)

# Data-Driven Goal Setting and Action Steps

**DATA TELLS A STORY**

# SMART or Not So SMART!

# Data-Driven Goal Setting and Action Steps

## S — Specific

Who, What, Where, When, Why, Which

Define the goal as much as possible with no ambiguous language.

WHO is involved, WHAT do I want to accomplish, WHERE will it be done, WHY am I doing this (reasons, purpose), WHICH constraints / requirements do I have?

## M — Measurable

From and To

Can you track the progress and measure the outcome?

How much, how many, how will I know when my goal is accomplished?

## A — Attainable

How

Is the goal reasonable enough to be accomplished? How so?

Make sure the goal is not out of reach or below standard performance.

## R — Relevant

Worthwhile

Is the goal worthwhile and will it meet your needs?

Is each goal consistent with other goals you have established and fits with your immediate and long term plans?

## T — Timely

When

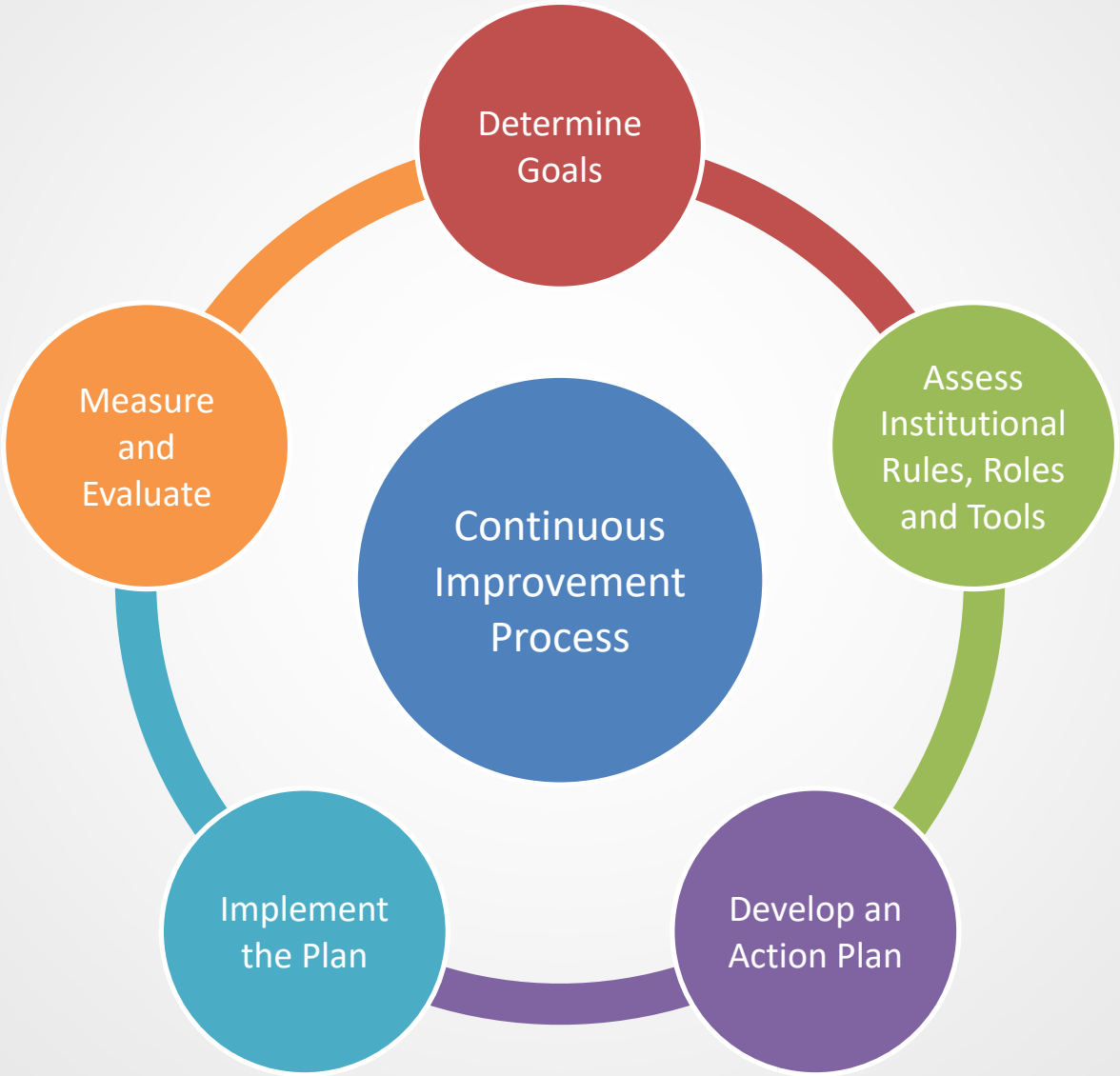
Your objective should include a time limit. "I will complete this step by month/day/year."

It will establish a sense of urgency and prompt you to have better time management.

# Data-Driven Goal Setting and Action Steps

| | **What will it take?** What actions or conditions are necessary for each strategic lever to impact the instructional core and help our center or home realize its goals? | **What's our current status?** How do the current actions and conditions of our center or home support the goals established? Where gaps exist, what actions will be necessary to ensure our center or home can meet established goals? What are the third-party supports needed? |
|---|---|---|
| **Teacher capacity** | | |
| **Curriculum** | | |
| **Instructional resources such as developmentally appropriate toys, books, etc.** | | |
| **Center or home environment** | | |
| **Third-party supports needed** | | |

# Data-Driven Goal Setting and Action Steps



# Data-Driven Goal Setting and Action Steps

Did we accomplish everything?

1. Provide an overview of SMART goal setting.
2. Provide an overview of SMART action steps to meet goals.
3. Assist in developing goals focused on the ERS.

# Professional Development Opportunities

# My Child Care DC

My Child Care DC features:

- **Easy-to-use search** with multiple options for searching and filtering results.
- **Clean, bright provider profiles** with regularly updated information about each facility, including location, ages of children served, quality information, and information about most recent facility inspection reports.
- **Important information about early child development and care** for families and early learning professionals.

# Professional Development Information System (PDIS)

**So Long PDR! The New PDIS is Online**

- The new Professional Development Information System (PDIS) was built to replace the current Professional Development Registry (PDR).
- The PDIS will allow professionals to register for and track training, upload and store necessary documentation, input work experience, generate a resume and gain access to valuable resources.
- **Contact Information**
  - For more information about the new PDIS, please visit www.dcpdis.org.
  - For questions or if you need assistance, please contact the OSSE help desk at (202) 478-5903 or email DCPDIS@dc.gov.

# DC Child Care Connections

**Professional Development Opportunities from the DC Child Care Connections (DC CCC) Child Care Resource and Referral (CCR&R) System**

- Related professional development opportunities from the DC CCC team
- DC CCC additional resources
- Additional training opportunities
  - Quorum

# Early Childhood Share DC

**What is Early Childhood Share DC?**

A **one-stop resource** for early childhood professionals in the District

- 1,200 classroom and administration resources, discounts at leading vendors/retailers, and direct links to key forms and websites
  - Customized for the needs of providers in the District by a local steering committee and a test group of providers
- Designed to help providers
  - Save time
  - Increase quality
  - Reduce costs
  - Share knowledge
- Valuable for providers of all types and sizes. There's something here for everyone!
- Access it through: www.ecsharedc.org

# Next Steps

# Next Steps

**Continuous Quality Improvement Plan (CQIP) Next Steps**

- CQIP goal for the month:
  - ERS goals and action steps

**Next Community of Practice (CoP) Meeting**

Topic: Classroom Organization

Date/Time: Saturday, March 10, 2018 **or** Friday, March 23, 2018, 10 a.m.-12 p.m.

# Q&A

# FIND US

## FIND US

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# Thank you!