

Exploring Tools that Help Guide Coaching for Quality Improvement

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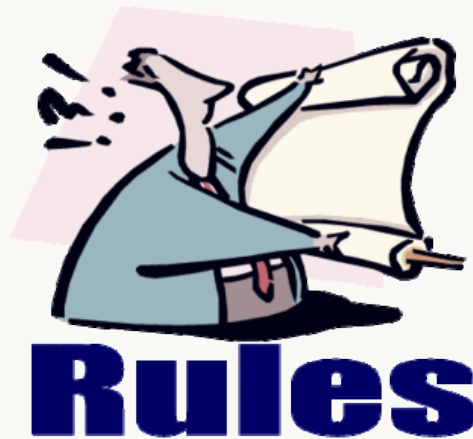
Center on Early Learning

Who's Here?

- SDA s
- Other agencies
- Titles/positions



Proposed Session Ground Rules



Activity

In small groups respond to the following:

- 1) How do you determine what type of TA you will provide to improve program quality?
- 2) What general sources of information do you use?
- 3) List 3 specific tools you use to help ELDPs with program improvement.



Introduction

- Program improvement activities need to be purposeful and focused.
- Get information from a variety of sources (A B5 – program evaluation process developed & performed annually).
 - Family input
 - Program personnel feedback
 - Rating scales or evaluation instruments
 - Child outcome data from assessments
 - Outside evaluators
- Use QRIS QIP.



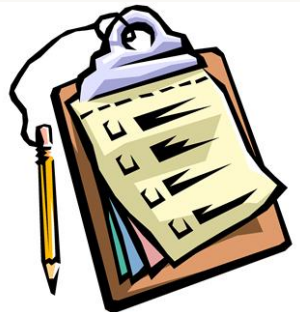
Observation Tools



- For programs needing intensive level TA.
- Done onsite.
- Use the QIP as a guide to help determine most appropriate tool(s).
- Look for specific areas.
- Use tools to facilitate program improvement – not rating.

Tools Covered During Session

- Environment Rating Scales (ERS)
- Early Language and Literacy Classroom Observation Tool (ELLCO)
- Classroom Assessment and Scoring System (CLASS)
- Arnett Caregiver Interaction Scale
- Other tools?



ENVIRONMENT RATING SCALES



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Overview of Environment Rating Scales

- All the scales are designed to assess process quality in an early childhood or school age care group. Each one of the scales has items to evaluate:
 - Physical Environment
 - Basic Care
 - Curriculum
 - Interaction
 - Schedule and Program Structure
 - Parent and Staff Education
- The scales are suitable for use in evaluating inclusive and culturally diverse programs.
- The scales have proven reliability and validity.



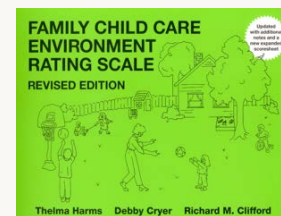
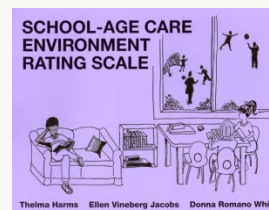
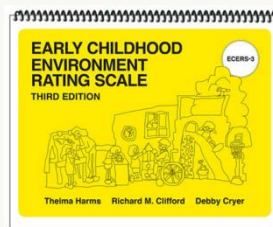
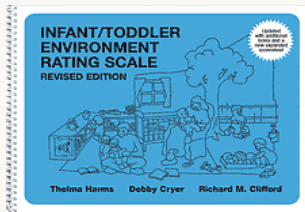
Why Use ERS?

- Experts in the field agree that they measure the “right” things.
- Total overall average score of 5 is predictive of program quality.
- Widely used across the U.S. and in other countries for program improvement.
- Aligns with various accreditation and credentialing programs.
- Allows observer to give specific feedback.



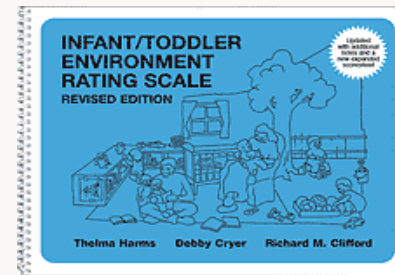
Overview of Rating Scales

- There are four environment rating scales, each designed for a different segment of the care and education field.
 - Infant/Toddler Environment Rating Scale, Revised Edition
 - Early Childhood Environment Rating Scale, Third Edition
 - School-Age Care Environment Rating Scale
 - Family Child Care Environment Rating Scale, Revised Edition



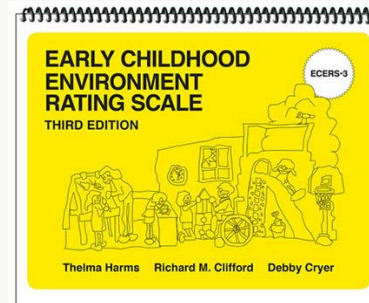
ITERS-R

- Designed for center-based programs, ages birth through 30 months.
- Takes about 3 hours to complete.
- Contains 39 items in 7 subscales.
 - Space and Furnishings (5)
 - Personal Care Routines (6)
 - Listening and Talking(3)
 - Activities (10)
 - Interactions (4)
 - Program Structure (4)
 - Parents and Staff (7)



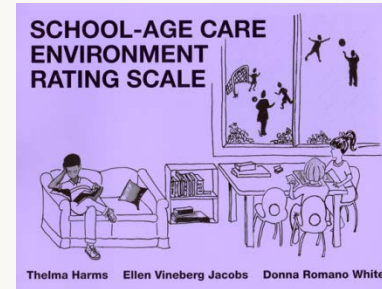
ECERS-3

- Updated version – November 2014 (from ECERS-R).
- Designed for center-based programs, ages 2.5 to 5.
- Takes about 3 hours to complete.
- Contains 35 items in 6 subscales (eliminated Parents and Staff).
 - Space and Furnishings (7)
 - Personal Care Routines (4)
 - Language and Literacy (5)
 - Learning Activities (11)
 - Interaction (5)
 - Program Structure (3)



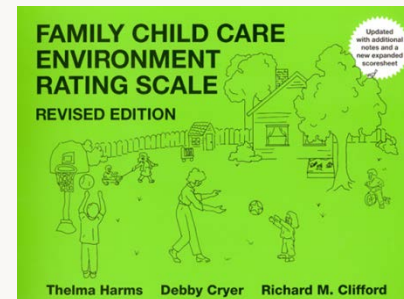
SACERS

- Designed for center-based programs serving students ages 5 to 12 years.
- Takes at least 2 hours to complete.
- Contains 49 items in 7 subscales.
 - Space and Furnishings (11)
 - Health and Safety (8)
 - Activities (8)
 - Interactions (9)
 - Program Structure (4)
 - Staff Development (3)
 - Special Needs Supplementary Items (6)



FCCERS-R

- Designed for family child care programs, ages birth through age 12.
- Takes at least 3 hours to complete.
- Consists of 38 items in 7 subscales.
 - Space and Furnishings (6)
 - Personal Care Routines (6)
 - Listening and Talking (3)
 - Activities (11)
 - Interactions (4)
 - Program Structure (4)
 - Parents and Provider (4)



28. Provider-child interaction*

- | | | | |
|---|--|---|--|
| <p>1.1 Provider is not responsive to or not involved with children (Ex. ignores children; seems distant or cold).</p> <p>1.2 Interactions are unpleasant (Ex. voices sound strained and irritable).*</p> <p>1.3 Physical contact is not warm or responsive; harsh or inappropriate contact used (Ex. child jerked by arm; unwanted hugs or tickling).</p> | <p>3.1 Provider usually is responsive to children and is involved with them.*</p> <p>3.2 Few, if any, unpleasant interactions; no harsh verbal or physical provider-child interactions.</p> <p>3.3 Occasional smiling and talking to children throughout the day.</p> <p>3.4 Some warm and responsive physical affection throughout the day in routines or play (Ex. holds child gently while reading a book; cuddles baby during bottle feeding; puts arm around school-agers while helping with homework).</p> | <p>5.1 Provider uses frequent positive verbal and physical interaction with children throughout the day (Ex. provider and children usually relaxed; voices pleasant; gentle touch).</p> <p>5.2 Provider shows respect for children (Ex. listens attentively; makes eye contact; treats children fairly; does not discriminate).</p> <p>5.3 Provider responds sympathetically to help children who are upset, hurt, or angry.*</p> | <p>7.1 Provider is usually sensitive about children's feelings and reactions (Ex. avoids abrupt interruptions; warns baby before picking him up; gives support to school-ager who had a stressful day at school).</p> <p>7.2 Provider encourages the development of mutual respect between children and adults (Ex. provider waits until children finish asking questions before answering; gently stops baby from pulling provider's hair and says "this hurts").</p> |
|---|--|---|--|

*Notes for Clarification

Item 28. While the indicators for quality in this item generally hold true across a diversity of cultures and individuals, the ways in which they are expressed may differ. For example, direct eye contact in some cultures is a sign of respect; in others, a sign of disrespect. Similarly, some individuals are more likely to smile and be demonstrative than others. However, the requirements of the indicators must be met by the provider, although there can be some variation in the way this is done.

- 1.2. If only one or two brief instances are observed, and most interactions are neutral or positive, score "No."
- 3.1. "Usually responsive" means most of the time for each child who initiates an interaction or requires something. "Involved with them" means that the caregiver is not detached, seems interested in the children, and does not spend large amounts of time in tasks that are unrelated to child care and education.

5.3. "Responds sympathetically" means that the provider notices and validates a child's feelings, even if the child is showing emotions that are often considered unacceptable, such as anger or impatience. The feelings should be accepted, although inappropriate behaviors, such as hitting or throwing things, should not be allowed.

A sympathetic response should be provided in most, but not necessarily all, cases. If children are able to solve minor problems themselves, then a response from the provider is not needed. The observer needs to get an overall impression of the response of the provider. If minor problems persist and are ignored or if the provider responds in an unsympathetic manner, give no credit for this indicator.

Seven Point Rating Scale

1

- Inadequate or poor care

3

- Minimal or custodial care

5

- Good or basic developmental care

7

- Excellent or enhanced developmental care

ERS Scoring

1

- Any indicator under 1 scored Yes

2

- All indicators under 1 scored No and
- At least half under 3 scored Yes

3

- All indicators under 1 scored No and
- All indicators under 3 scored Yes

4

- All indicators under 3 met and
- At least half under 5 scored Yes

5

- All indicators under 3 met and
- All indicators under 5 scored Yes

6

- All indicators under 5 met and
- At least half under 7 scored Yes

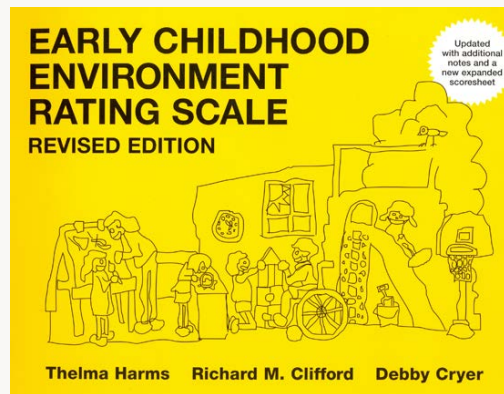
7

- All indicators under 5 met and
- All indicators under 7 scored Yes

Activity



Practice using the ECERS-R



CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)



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CLASS Overview

- Observational tool designed to measure adult-child interactions.
- Used for 5-Star rating in Oregon's QRIS.
- Different versions
 - Infant
 - Toddler
 - Pre-K
 - K-3
- Broken down into Domains, Dimensions, Indicators and Behavior Markers.



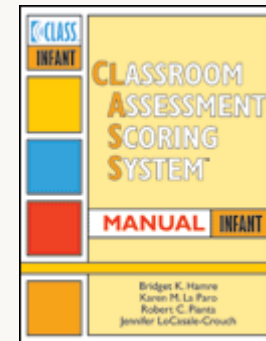
CLASS Scoring

- Scoring from 1 to 7
 - 1, 2 = Low
 - 3, 4, 5 = Mid
 - 6, 7 = High
- Done in 30 minute cycles (20 minutes scoring, 10 minutes recording codes).
- Minimum of 4 cycles (at least 2 hours).
- Observe and takes notes that relate to Behavior Markers.



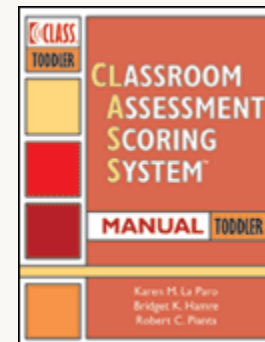
Infant CLASS

- For ages birth to 18 months.
- Responsive Caregiving
 - Relational Climate
 - Teacher Sensitivity
 - Facilitated Exploration
 - Early Language Support



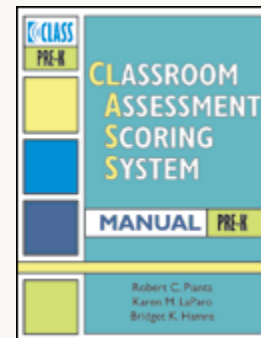
Toddler CLASS

- For ages 15 to 36 months.
- Emotional and Behavioral Support
 - Positive Climate
 - Negative Climate
 - Teacher Sensitivity
 - Regard for Child Perspectives
 - Behavior Guidance
- Engaged Support for Learning
 - Facilitation of Learning and Development
 - Quality of Feedback
 - Language Modeling



Pre-K CLASS

- For ages 3 to 5 years.
- Emotional Support
 - Positive Climate
 - Negative Climate
 - Teacher Sensitivity
 - Regard for Child Perspectives
- Classroom Organization
 - Behavior Management
 - Productivity
 - Instructional Learning Formats
- Instructional Support
 - Concept Development
 - Quality of Feedback
 - Language Modeling



K-3 CLASS

- For ages Kindergarten to Grade 3.
- Emotional Support
 - Positive Climate
 - Negative Climate
 - Teacher Sensitivity
 - Regard for Child Perspectives
- Classroom Organization
 - Behavior Management
 - Productivity
 - Instructional Learning Formats
- Instructional Support
 - Concept Development
 - Quality of Feedback
 - Language Modeling



EARLY LANGUAGE AND LITERACY CLASSROOM OBSERVATION TOOL (ELLCO PRE-K)



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Purpose of ELLCO

- Builds on language/literacy research.
- Describes classroom supports for language and literacy.
- Observational tool examining the quality of language and literacy practices and materials.



Theoretical Base for ELLCO

- Children need opportunities to practice language, active learning.
- Infusing classrooms with language and print.
- Assess literacy skills and respond individually.
- Curriculum designed with language and literacy in mind.



Parts of the ELLCO

- Literacy Environment Checklist
- Classroom Observation
- Teacher Interview
- Literacy Activities Rating scale



Literacy Environment Checklist

- Five areas – 24 items
 - Book Area (3 items)
 - Book Selection (4 items)
 - Book Use (5 items)
 - Writing Materials (6 items)
 - Writing Around the Room (6 items)
- Points given for each question.
- Look at items 1, 5, 10, 17, 21.



Classroom Observation

- 14 items
- Scored from 1 to 5
 - 1 = Deficient
 - 2 = Limited
 - 3 = Basic
 - 4 = Strong
 - 5 = Exemplary
- Divided into
 - General Classroom Environment (see item #2).
 - Language, Literacy, and Curriculum (see 9P).



Teacher Interview

- Consists of 6 questions that help clarify and complete the observation.



Literacy Activities Rating Scale

- Purpose – to collect information on the number of book reading sessions and writing activities that take place during the classroom day.
- 9 questions divided into two categories
 - Book Reading (see item #2)
 - Writing (see item #8)



ARNETT CAREGIVER INTERACTION SCALE



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Arnett Overview

- Designed to measure the emotional tone, disciplinary style, and the responsiveness of the adult.
- Can be used in both center and home-based care.
- Can be used infants, toddler and preschoolers.



Arnett Scoring

- Observe for at least 2 hours
- Consists of 26 items
- Measures
 - Sensitivity
 - Harshness
 - Detachment
 - Permissiveness
- Uses 4-point scale (1-4)
- Derive a total mean score (the higher the better)



CAREGIVER INTERACTION SCALE (Arnett 1989)

Center Name:

Teacher Name:

Observation Date:

Data Collector:

For instructions, clarifications and scoring, click here .	Not at all true	Somewhat true	Quite a bit true	Very much true
1. Speaks warmly to the children.	1	2	3	4
2. Seems critical of the children.	1	2	3	4
3. Listens attentively when children speak to him/her.	1	2	3	4
4. Places high value on obedience. More	1	2	3	4
5. Seems distant or detached from children.	1	2	3	4
6. Seems to enjoy the children.	1	2	3	4
7. When the children misbehave, explains the reason or the rule they are breaking. More	1	2	3	4
8. Encourages the children to try new experiences. More	1	2	3	4
9. Doesn't try to exercise too much control over the children. More	1	2	3	4
10. Speaks with irritation or hostility to the children.	1	2	3	4
11. Seems enthusiastic about the children's activities and efforts.	1	2	3	4
12. Threatens children in trying to control them.	1	2	3	4
13. Spends considerable time in activity not involving interaction with the children.	1	2	3	4
14. Pays positive attention to the children as individuals.	1	2	3	4

CLOSING ACTIVITIES



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Activity

In small groups, identify the “positives” and “negatives” for the tools covered during this session.

Quality Improvement Tools		
Tool	“Positives”	“Negatives”
Environment Rating Scales		
ELLCO		
CLASS		
Arnett		

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Activity

What other tools do you use to help programs with quality improvements?



Questions?