

# Program Quality Assessment (PQA)

*Infant-Toddler*

# Week 5 Learning Unit

## *Form B — Agency Items*



# Form B — Agency Items

## Form B Content

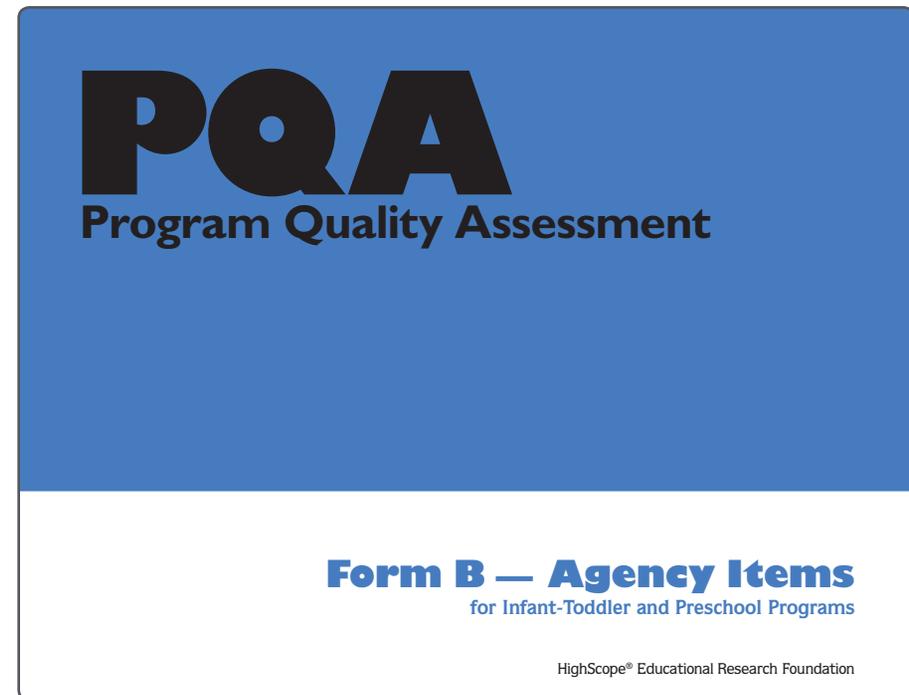
- Parent Involvement and Family Services
- Staff Qualifications and Development
- Program Management

## Similarities to Form A

Both Form A and Form B are organized in the same way, with sections, items, rows, and levels.

The levels have the same meaning as in Form A:

- Level 5 = high quality
- Level 3 = medium quality
- Level 1 = low quality



## Form B — Agency Items (continued)

In order to score a Level 3, you will need to have examples of both high quality and low quality evidence.

Scoring procedures are the same.

- See page *ix* of Form B for a reminder.
- Take note of the difference between how to score an item with two rows and how to score an item with three or more rows.

Steps for completing the PQA are similar. (See reminder on the next slide.)

### Steps for Completing the PQA

**Step 1:** Observe in the classrooms. Complete the clarifying questions. Record supporting evidence.

**Step 2:** Read each row of indicators and check (X) one box per row.

**Step 3:** Score the items.

**In both Form A and Form B**, level indicators are easily distinguished by words such as

- Some
- All
- None
- Sometimes
- Regularly

## Form B — Agency Items (continued)

### Differences Between Form A and Form B

Form A relies heavily on classroom observation, with an interview portion to gather additional information. **Form B** relies heavily on the **interview portion**, with very little classroom observation.

Evidence will be collected in a similar manner, but most of it will come from responses in the interview.

Types of evidence will include

- Lists of materials
- Anecdotes: Brief notes on what children and/or adults do and communicate
- Quotations: What children and adults actually say

- Diagram of the room, space, area, and/or outdoor play yard
- Sequence of the daily events and routines
- Answers to clarifying questions

### Infants, Toddlers, and Preschoolers

There is a separate Form A for preschool classrooms and infant-toddler classrooms. **Form B** assesses the **whole program**, including both preschool and infant-toddler classrooms, as applicable.

There are several rows that may not apply to all programs if they do not include all ages. We will cover these rows by section a little later on.

# Section V: Parent Involvement and Family Services

This section evaluates the following:

- Opportunities for involvement
- Parents on policymaking committees
- Parent participation in children's activities
- Sharing curriculum information
- Communication with parents
- Extending learning at home
- Formal meetings with parents
- Diagnostic/special education services
- Service referrals as needed
- Transitions

## Completing the Parent Involvement and Family Services Section

For this section, you will gather evidence primarily through an interview to answer the clarifying questions in each row. You will want to interview both the director and the classroom teachers.

It will be helpful to take a look at information shared with families (e.g., parent information boards, blank copies of handouts and publications shared with families).

It may be helpful to also spend some time observing interactions between teachers and parents.

## Section V: Parent Involvement and Family Services (continued)

### Helpful Hints for Completing the Parent Involvement and Family Services Section

**Item V-D** — Rows 4 and 5 (p. 6) apply only to programs with infants and toddlers.

**Item V-E** — Rows 3 and 4 (p. 8), Level 5 have bullet points. Remember: You'll need to include an example for each bullet point in order to choose a Level 5.

**Item V-J** — Rows 3 and 4 (p. 15) apply only to programs that transition children to a new setting for a portion of the day.

- For example, some children may attend a half-day Head Start program in the morning and then transition to a child care center in the afternoon.



These items assess how teachers support children in making the transition between programs.

**Item V-J** — Rows 5 and 6 (p. 16) only apply to programs with preschool classrooms.

# Reflecting on Anti-Bias Family Engagement

As you observe/interview for this section, how are you noticing programs incorporate culturally responsive anti-bias family engagement? How are they incorporating the cultural knowledge, experiences, and communication styles of the children and families they serve? How are their services and policies addressing social injustices, inequalities, and prejudices that their families face?

Iruka, I.U., Curenton, S.M., and Eke, W.A.I. (2014) *The CRAF-E4 family engagement model: Building practitioner's competence to work with diverse families*. Elsevier, London, UK.



# Section VI: Staff Qualifications and Staff Development

This section evaluates the following:

- Program director's background
- Teachers' backgrounds
- Support staff orientation and supervision
- Ongoing professional development
- Inservice training content and methods
- Observation and feedback
- Professional organization affiliations

## Completing the Staff Qualifications and Staff Development Section

This section will be completed through an interview with the director to answer the clarifying questions in each row.

You will need information about education and professional development and observation/feedback.

It will be helpful to see training logs, membership certificates, and blank observation/feedback forms.

## Section VI: Staff Qualifications and Staff Development (continued)

### Helpful Hints for Completing the Staff Qualifications and Staff Development Section

**Item VI-A** — Rows 2 and 3 (p. 17), Level 5 indicators have bullet points. Remember: You'll need to include an example for each bullet point in order to choose a Level 5.

**Item VI-B** — Row 3 (p. 19), Level 5 indicator has bullet points. Remember: You'll need to include an example for each bullet point in order to choose a Level 5.

<b>VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT</b> <span style="float: right; font-size: small;">Circle one indicator level for this item based on the scoring rules on page ix.</span>				
<b>VI-A. The program director has the appropriate education, training, and experience.</b> <span style="float: right;"> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5  <input type="checkbox"/> Check here if not observed or reported.                 </span>				
	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> The program director does not have a bachelor's degree in early childhood education or child development.	<input type="checkbox"/> The program director has a bachelor's degree in early childhood education or child development.	<input type="checkbox"/> The program director has a graduate degree in early childhood education or child development, including program management.	CQ: Please describe your education, training, and experience. For example: Do you have a degree? (If yes) In what?  CQ: Please describe any course work covered in program management.
Row 2	<input type="checkbox"/> The program director does not have additional course work or training relevant to early childhood education or child development.	<input type="checkbox"/> The program director has some additional course work or training relevant to early childhood education or child development.	<input type="checkbox"/> The program director has additional course work or training in 2 or more relevant areas, such as <ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Child assessment</li> <li>• Parenting and family relationships</li> <li>• Program evaluation</li> <li>• Program management</li> <li>• Staff development</li> <li>• Early childhood policy and advocacy</li> </ul>	CQ: Have you taken courses or attended other training in child development and/or early childhood education? (If yes) What courses/training?
Row 3	<input type="checkbox"/> The program director has 1 year or less of relevant job experience.	<input type="checkbox"/> The program director has 2–4 years of relevant job experience.	<input type="checkbox"/> The program director has 5 or more years of relevant job experience that includes <ul style="list-style-type: none"> <li>• Working with young children in a group setting (birth to age 5)</li> <li>• Program planning and implementation</li> <li>• Program evaluation</li> <li>• Staff supervision and development</li> <li>• Working with parents and families</li> <li>• Program management</li> </ul>	CQ: What relevant work experiences have you had in working with young children birth to age 5? For example, <ol style="list-style-type: none"> <li>a. Implementing curriculum?</li> <li>b. Evaluating early childhood programs?</li> <li>c. Supervising early childhood staff?</li> <li>d. Working with parents and families?</li> <li>e. Managing early childhood programs?</li> </ol>

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# Reflecting on Anti-Bias Staff Development

As you observe/interview for this section, reflect on what you are noticing about how the program incorporates REDI learning within the professional development plan. How is time and space given to increase staff's cultural knowledge and develop skills across cultures to better support staff, children, and families? Does the staff have access to resources about REDI, social injustices, and inequalities? How are these addressed and discussed?



# Section VII: Program Management

This section evaluates the following:

- Program license
- Continuity of care
- Program assessment
- Family-centered enrollment
- Operating policies and procedures
- Accessibility for those with disabilities
- Adequacy of program funding

<b>VII. PROGRAM MANAGEMENT</b> <span style="float: right; font-size: small;">Circle one indicator level for this item based on the scoring rules on page ix.</span>				
<b>VII-C. Staff regularly conduct a program assessment and use the results to improve the program.</b> <span style="float: right;"> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5  <input type="radio"/> Check here if not observed or reported.                 </span>				
	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> Staff have not assessed the program within the last year.	<input type="checkbox"/> Staff have assessed the program once within the last year.	<input type="checkbox"/> Staff have assessed the program two or more times within the last year.	CQ: Do staff assess the program?  CQ: (If yes) How many times has the program been assessed within the last year?
Row 2	<input type="checkbox"/> Program assessment is not used to measure implementation.	<input type="checkbox"/> Program assessment measures some aspects of implementation.	<input type="checkbox"/> Program assessment measures all aspects of implementation, including <ul style="list-style-type: none"> <li>• Classroom practices</li> <li>• Planning and evaluation procedures</li> <li>• Parent involvement</li> <li>• Administrative procedures</li> </ul>	CQ: What aspects of the program have been assessed?
Row 3	<input type="checkbox"/> There is no systematic procedure to build on strengths and improve the program.	<input type="checkbox"/> Results of the assessment are sometimes used to build on strengths and improve the program.	<input type="checkbox"/> Results of the assessment are systematically used to build on strengths and improve the program, including <ul style="list-style-type: none"> <li>• Identifying inservice training needs</li> <li>• Revising management practices</li> <li>• Seeking additional resources</li> </ul>	CQ: How are the results of the program assessment used?

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## Section VII: Program Management (continued)

### Completing the Program Management Section

This section will be completed through an interview with the director to answer the clarifying questions in each row.

It will be helpful to see the following:

- The program license
- Blank program assessment form
- Enrollment materials
- Written attendance policy

<b>VII. PROGRAM MANAGEMENT</b>				
VII-E. The program has a fully developed set of operating policies and procedures.				
Circle one indicator level for this item based on the scoring rules on page ix.				
			1 2 3 4 5	
			<input type="radio"/> Check here if not observed or reported.	
	Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
Row 1	<input type="checkbox"/> There is no attendance policy.	<input type="checkbox"/> There is an unwritten (informal) attendance policy.	<input type="checkbox"/> There is a written attendance policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written attendance policy? (If yes) Is there a procedure for implementing the policy consistently?
Row 2	<input type="checkbox"/> There is no weather policy.	<input type="checkbox"/> There is an unwritten (informal) weather policy.	<input type="checkbox"/> There is a written weather policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written weather policy? (If yes) Is there a procedure for implementing the policy consistently?
Row 3	<input type="checkbox"/> There is no illness policy.	<input type="checkbox"/> There is an unwritten (informal) illness policy.	<input type="checkbox"/> There is a written illness policy that is known by staff and parents and is consistently implemented.	CQ: Does your agency have a written illness policy? (If yes) Is there a procedure for implementing the policy consistently?

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## Section VII: Program Management (continued)

- Written weather policy
- Written illness and medication policy
- Written policy for reporting abuse
- Written discipline policy
- Written accident and emergency policy
- Written confidentiality and grievance policy

### Helpful Hints for Completing the Program Management Section

**Item VII-B** — Rows 1 and 2 (p. 27) apply only to programs with preschool classrooms.

**Item VII-B** — Rows 3 and 4 (pp. 27–28) apply only to programs with infants and toddlers.

**Item VII-C** — Rows 2 and 3 (p. 29), Level 5 indicators have bullet points. Remember: You'll need to include an example for each bullet point in order to choose a Level 5.

**Item VII-D** — Row 2 (p. 30), Level 5 indicator has bullet points. Remember: You'll need to include an example for each bullet point in order to choose a Level 5.

**Item VII-F** — Row 1 (p. 35), Level 5 indicator has bullet points. Remember: You'll need to include an example for each bullet point in order to choose a Level 5.

# Reflecting on Anti-Bias Program Management

As you observe/interview for this section, what are you noticing about program management and how culturally sensitive policies and processes are implemented in the program? How do policies, procedures, and funding allocations address injustices and inequalities?



# A Peek Ahead

## This week you will

- Practice identifying the correct levels for rows in Section V, Section VI, and Section VII.
- Collect evidence for selected items for Section V, Section VI, and Section VII.

