

Quality Preschool System Rating Rubric

A quality preschool system is a means of organizing improvement efforts by putting in place a sustainable process. Quality preschool systems maintain adaptable programs that successfully manage current mandates and support preparation for future requirements.

Directions:

The purpose of the Quality Preschool Systems Rating Rubric is to provide programs with a means for assessing their current system and support teams in identifying what is needed to put in place for a comprehensive system of support.

- 1) Review each of the rubric items either individually or as a team
- 2) Determine on a scale of 1-6, to what extent you currently have the rubric item in place
- 3) Review the scores provided for each rubric item to determine the strengths of the current system and any gaps that may be present
- 4) Determine steps needed to strengthen the program's preschool system.

Name of Assessor: _____ **Date:** _____

Representative Leadership Team

1) The leadership team has been established to represent key stakeholders. Key stakeholders can include, but are not limited to: teachers, administrators, direct service providers, related service providers, family members, school-age staff, community partners, and other individuals that have expertise related to children and family needs.	1	2	3	4	5	6
2) There is evidence to support continued participation and active involvement of all leadership team members (e.g. documentation of meetings and/or activities).	1	2	3	4	5	6
3) Modes of communication have been arranged between leadership team members (e.g. team members share all important information through e-mail, face to face discussion, written communication, etc.).	1	2	3	4	5	6
4) Means of communication have been arranged between the leadership team and key stakeholder groups (e.g. evidence of sub-committee formation, action plans, periodic program wide meetings, etc.).	1	2	3	4	5	6
5) All leadership team members have equal opportunity for input.	1	2	3	4	5	6
6) Within the leadership team, a facilitator or point contact has been identified to organize the work of the group.	1	2	3	4	5	6
7) The leadership team members can identify the purpose of their work and their roles within the team activities.	1	2	3	4	5	6
8) Leadership team members represent the perspective, beliefs, and needs of the stakeholders rather than relying on personal opinions to influence decisions.	1	2	3	4	5	6
9) A process is in place to ensure the representative leadership team is maintained over time.	1	2	3	4	5	6

1 2 3 4 5 6
 Not in Place Sometimes in Place Often In Place Most of the Time in Place Almost Always In Place Consistently in Place

Data Based Decision Making

<i>Child Outcome Level</i>						
1) An ongoing and consistent process of data collection/documentation has been organized at the child level.	1	2	3	4	5	6
2) The data collection/documentation process at the child level is tiered (i.e., universal, targeted, individual).	1	2	3	4	5	6
3) A means for documenting when a child is or is not responding to daily instruction is in place.	1	2	3	4	5	6
4) A systematic process for reviewing and interpreting data collection/documentation has been established at the child level.	1	2	3	4	5	6
5) Data is used on an ongoing basis to influence decisions regarding instructional practices.	1	2	3	4	5	6
<i>Program/School Level</i>						
6) An ongoing and consistent process (i.e., across people and time) of data collection/documentation has been organized at the program/school level.	1	2	3	4	5	6
7) A systematic process for reviewing and interpreting data collection/documentation has been established at the program/school level.	1	2	3	4	5	6
8) Data is used on an ongoing basis to influence decisions regarding programming and curricular effectiveness.	1	2	3	4	5	6
<i>Preschool System Level</i>						
9) An ongoing and consistent process of data collection/documentation collection has been organized at the system level.	1	2	3	4	5	6
10) A systematic process for reviewing and interpreting data collection/documentation (i.e., action plan) has been established at the system level	1	2	3	4	5	6

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11) Data collection/documentation is used on an ongoing basis to influence decisions regarding needs for system's improvement.	1	2	3	4	5	6
<i>Child/Program/System Level</i>						
12) Data is accessible to all leadership team members and stakeholders	1	2	3	4	5	6
13) Data is organized and represented in a way that can be interpreted by all stakeholders.	1	2	3	4	5	6
14) Scope of the data collected/documentation is comprehensive and encompasses a meaningful and purposeful focus for the leadership team and stakeholders.	1	2	3	4	5	6
15) All leadership team members have the skills and knowledge needed to interpret and use data to inform decisions and action plan development.	1	2	3	4	5	6

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Collaborative Planning Process

1) The leadership team has established a shared vision for the system with input from all members	1	2	3	4	5	6
2) The shared vision of the system is communicated to all leadership team members and all stakeholders.	1	2	3	4	5	6
The collaborative planning process is implemented in the following manner:						
3) Step 1: Analysis of the current system is conducted to determine the gaps between the system in place and the desired outcomes.	1	2	3	4	5	6
4) Step 2: Hypothesis of why the gaps exist is developed.	1	2	3	4	5	6
5) Step 3: Goals are developed to target change within the current preschool system.	1	2	3	4	5	6
6) Step 4: An action plan for supporting change and achieving the targeted goals is outlined.	1	2	3	4	5	6
7) Step 5: Evaluation procedures are defined to measure progress towards targeted goals and ensure continued support and monitoring of changes to the preschool system.	1	2	3	4	5	6
8) A process has been identified for giving and receiving feedback from key stakeholders.	1	2	3	4	5	6
9) Goals and actions developed by the leadership team align with the shared vision.	1	2	3	4	5	6
10) The action plan is used as an organization tool and focus for the leadership team's meetings and tasks.	1	2	3	4	5	6
11) The action plan is revised as needed to ensure innovation and improvement continues within the system.	1	2	3	4	5	6

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Ongoing Professional Development and Support

1) A process has been identified for assessing the professional development needs of the staff and administrators to determine the focus and content of professional development plans.	1	2	3	4	5	6
2) Professional learning opportunities are based on identified needs.	1	2	3	4	5	6
3) The goals for professional development are aligned with preschool system’s action plan and district priorities, in addition to state and federal initiatives.	1	2	3	4	5	6
4) Preschool staff and administrators have opportunities to participate in job embedded activities and learning communities to engage in sustained and ongoing professional development experiences.	1	2	3	4	5	6
5) Resources (e.g., funding, time, books) are allocated for planning, implementing and supporting professional development.	1	2	3	4	5	6
6) The implementation of information/skills acquired from professional development experiences is sustained over time through the use of action plans, continued discussions/reflections/evaluations, coaching/mentoring programs.	1	2	3	4	5	6