

How are We Going to Manage? Designing a Quality Preschool System that Works



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Objectives



- Discuss capacity for achieving change and program improvement
- Outline the components of a Early Childhood System
- Introduce preschool programs working to develop a system

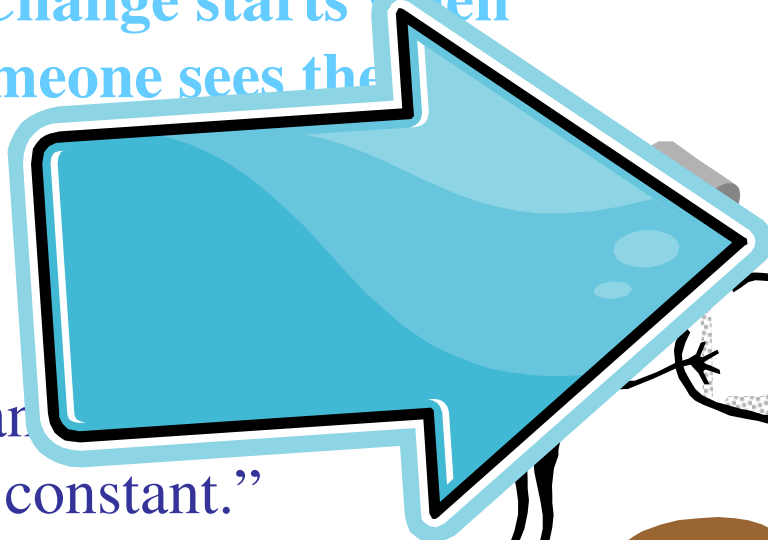
CHANGE

“It is not necessary to change. Survival is not mandatory.”

“Change starts when someone sees the

“Every time I find the meaning of life, they change it”

“Change is only constant.”

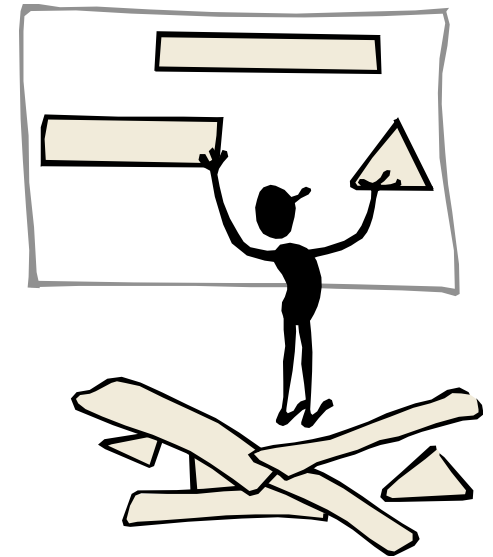


“There is nothing wrong with change, if it is in the right direction.”

Change is
a v... in
a v... e”

Forces of Change in Early Childhood

- Accountability Movement
- Program Quality Initiatives
- Push for Universal Preschool



Managing Complex Change

VISION+ COLLAB+ SKILLS+ INCENTIVES+ RESOURCES+ ACTION PLAN+ = **CHANGE**

COLLAB+ SKILLS+ INCENTIVES+ RESOURCES+ ACTION PLAN+ = **CONFUSION**

VISION+ SKILLS+ INCENTIVES+ RESOURCES+ ACTION PLAN+ = **SABOTAGE**

VISION+ COLLAB+ INCENTIVES+ RESOURCES+ ACTION PLAN+ = **ANXIETY**

VISION+ COLLAB+ SKILLS+ RESOURCES+ ACTION PLAN+ = **RESISTANCE**

VISION+COLLAB+ SKILLS+ INCENTIVES+ ACTION PLAN+ = **FRUSTRATION**

VISION+COLLAB+ SKILLS+ INCENTIVES+ RESOURCES+ = **TREADMILL**

Adapted from Knoster, T. (1991) Presentation at TASH Conference, Washington, D.C. (Adapted from Knoster Enterprise Group, Ltd.)

What is a System?

A system is a collection
of parts
which interact
with each other
to function as a whole.

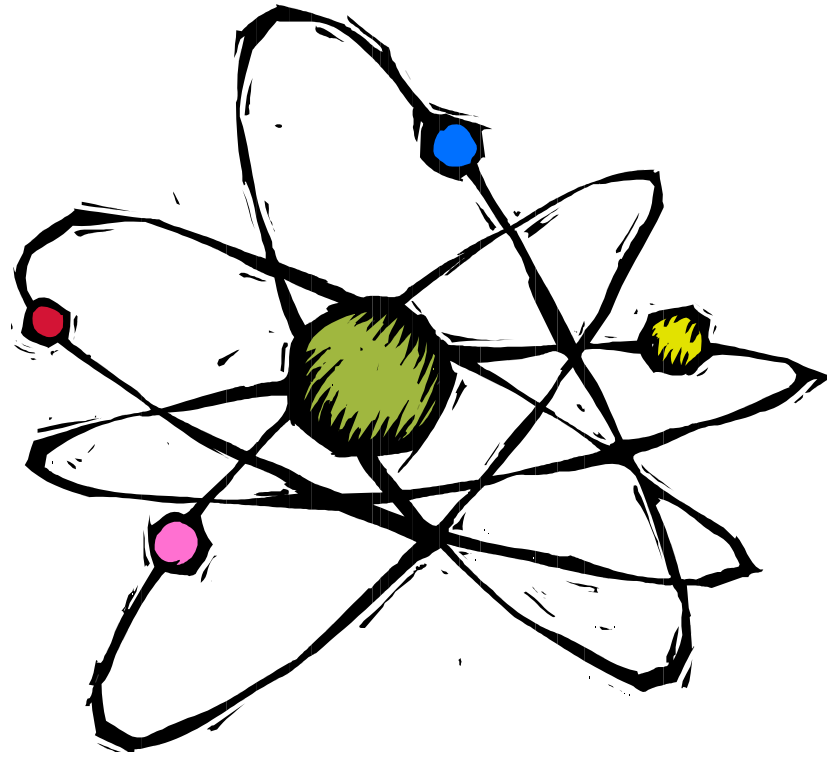


We spend our lives in systems

- Family
- Teams
- Organizations
- Community
- Nation
- Countries



Systems
interact in
positive and
negative
ways



To work well all
of the parts
must be
present and
they must be
arranged in the
proper way.



Systems Change

“For every complex problem there is a simple solution...that doesn't work” (Mark Twain)

Change takes:

Leadership

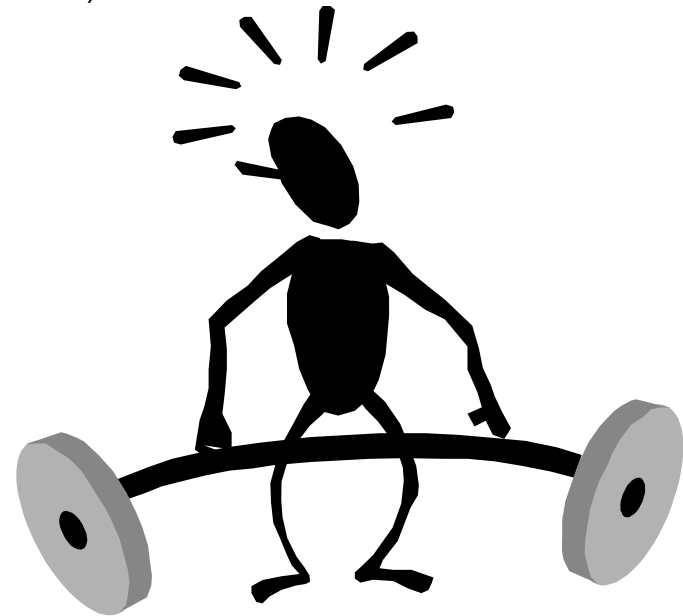
Planning

Collaboration

Hard work & smart work

Courage

Time



...and even with planning, change is often messy...

Purpose of a System

- A system supports the
 - Organization of improvement efforts
 - Ability to maintain adaptable programs that are able to change
 - Organizes current mandates and support preparation for future requirements and improvement efforts



Elements of a Early Childhood System

- Representative Leadership Team
- Collaborative Planning Process
- Data/Documentation Based Decision Making
- Ongoing Professional Development and Support

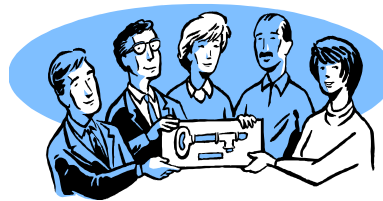


Representative Leadership Team

- Team is in place
- Team is comprised of essential key stakeholders
- Families are viewed as an integral part
- Leadership team develops system focus

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has”

-Margaret Mead



The Role of the Leadership Team

- Provide Leadership and Vision
- Monitor Compliance with Requirements
 - Ensure Child Well-being/Progress
 - Ensure Appropriate Deployment of Resources/Budget
 - Support Staff Knowledge and Skills
- Provide Collaborative Leadership and Planning

Collaborative Planning Process

- Leadership Team engages in a systematic planning process comprised of the following steps
 - Step 1: Define the focus of the work or the problem/gap to be addressed
 - Step 2: Develop an action plan that guides the work of the team and stakeholders to address the targeted goal
 - Step 3: Implement the plan

Team Process

Working effectively does not just happen, it is developed through a **PROCESS**

- Forming
- Storming
- Norming
- Performing
- Transforming

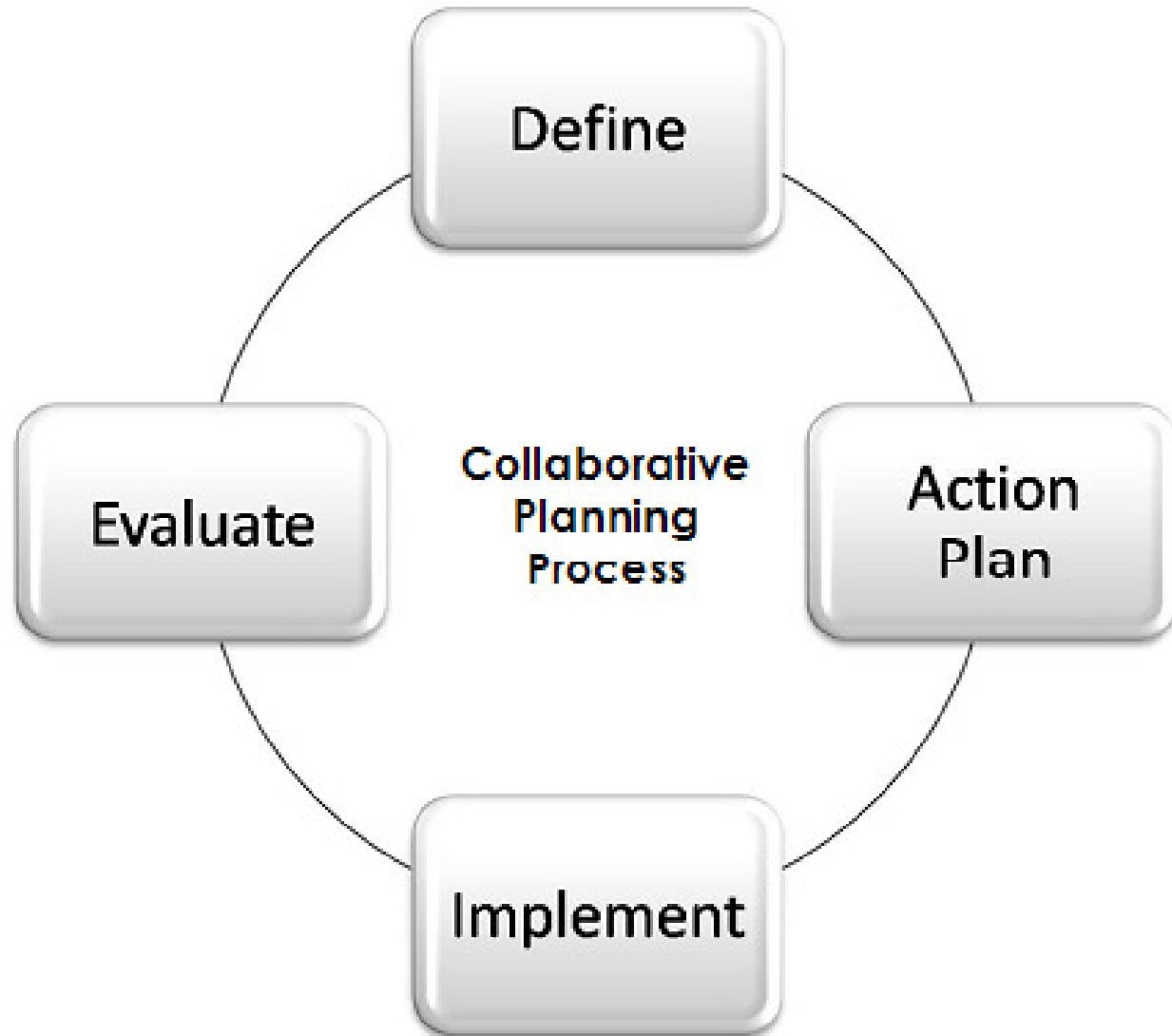


Collaborative Planning Process Cont...

- Step 4: Evaluate the effectiveness of the plan in achieving the targeted goal and revise as necessary

The result of the collaborative planning process is the development of an action plan that guides the work of the leadership team and stakeholders





Action Plan

- Action plan organizes the work of the team
- Action plan should be reviewed and revised to reflect status towards goals, completed goals and new goals
- Outline the vision of the program
- Action plan should align with the program vision
- Outline goals for continuous improvement
- Outline the current status
- Outline action steps
 - responsible team members
 - resources needed
 - timelines



Data/Documentation Based Decision Making

- A systematic process is in place for:
 - a. Gathering comprehensive data
 - b. Reviewing and interpreting data
 - c. Using data to influence decisions



Levels of Data

- Preschool System Model
 - Program Wide Data
 - Classroom Wide Data
 - Child Data
-
- Gathering and interpreting multiple levels of data is a process that occurs overtime

Ongoing Professional Development and Support

Professional development should:

- ✓ Align with the program's action plan
- ✓ Align with State and Federal Initiatives
- ✓ Focus on the whole program
- ✓ Allow for opportunities to learn, problem solve, practice and reflect
- ✓ Provide opportunities for educators to work together



Focus of Professional Development

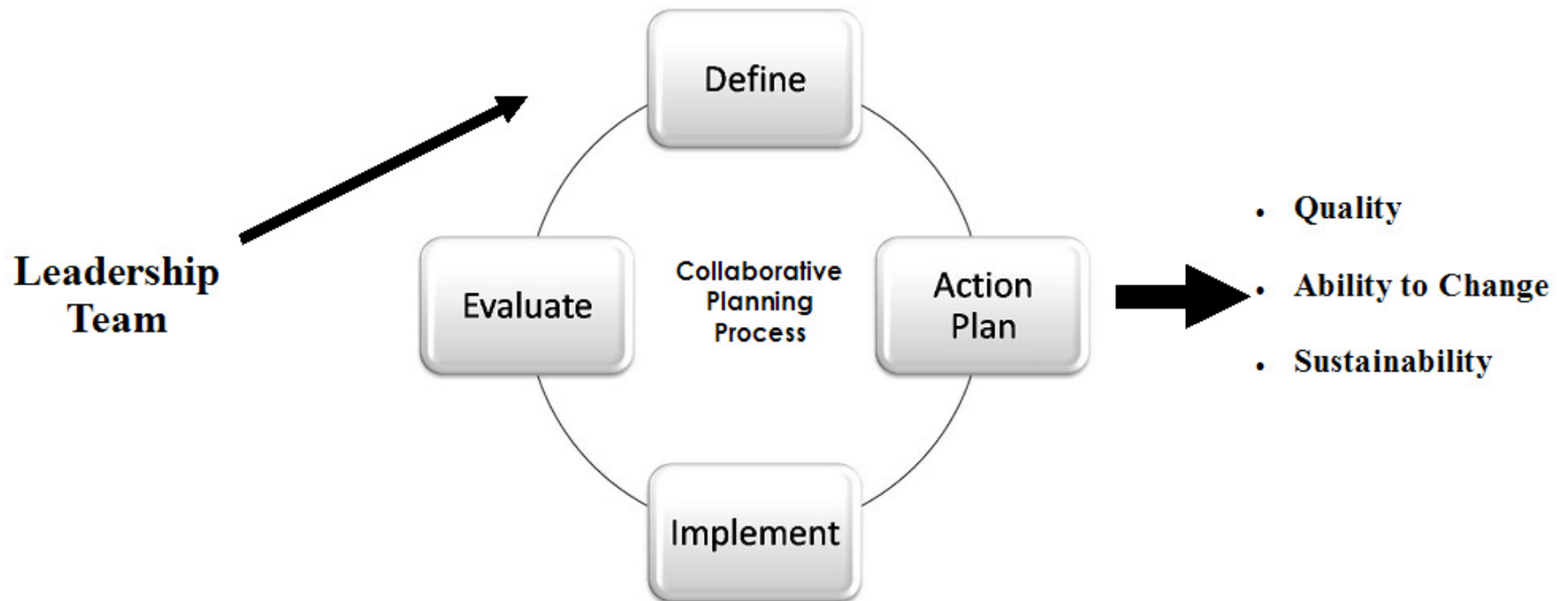
Content

- Beliefs/Attitudes
 - **If one does not believe in the cause, they are less likely to support its implementation**
- Knowledge and Skills
 - **Skills and knowledge influence level of self-efficacy**
 - **Understand the need of skill AND belief that one possesses skill are leading predictors to implementing skill**

Format

- Awareness
 - **Didactic Instruction**
- Conceptual Understanding
 - **Modeling and Demonstration Techniques**
- Skill Acquisition
 - **Simulated practice exercises observed and critique by a facilitator**
- Application of Skills
 - **This is achieved when one can successfully apply new skill, concept, or intervention with fidelity**

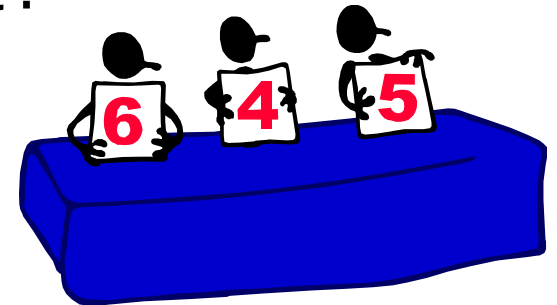
Early Childhood Systems Model



Early Childhood System Rating Rubric

The rubric was developed to support programs in determining:

- ☑ Do we have all the elements in place?
- ☑ To what degree do we have the elements in place?
- ☑ Are there any gaps in our system?
- ☑ What areas need improvement?



Final Thoughts....

- A system leads to possibility
- Development of a system takes time
- Small manageable goals will allow your program to make the largest gains
- It is possible to put a system in place to manage change

Further Information on Early Childhood Systems

Presentation information can be accessed at the following website:

<http://www.ehhs.kent.edu/odec/links.htm>



For further training and information regarding developing an early childhood system, please contact Sarah Jackson sarahj@cybersummit.org