

Data Decision Making
Benchmarks of Quality: Program-Wide in
Centers or Home Visiting Program



Data Considerations:		
<ul style="list-style-type: none"> • <i>Did the same team provide time 1 and time 2 data? If not, try to make sure the same team provides time 1 and time 2 data in the future.</i> • <i>Were there any major state or program changes during the year? Consider how these changes might have impacted scores.</i> • <i>Was there sufficient program support? Personnel? Fiscally? Make a plan for increasing support or for meeting Benchmarks at current level of support.</i> • <i>Were the major initiatives that diverted the team's attention and resources from implementation?</i> 		
<i>What do we see?</i>	<i>What are the data showing? What influences these data?</i>	<i>What should the action be?</i>
Identify elements that are fully in place.	Do these areas reflect our implementation efforts?	What activities will be implemented to sustain the effort?
Identify elements that are partially being implemented	Are our implementation activities likely to improve those elements?	What activities should be implemented to improve elements that are at partial implementation
	Are implementation issues due to lack of effort, commitment, resources, professional development, or data collection efforts?	What might the team consider as actions related to these issues?
	Are there areas for growth that might be pivotal and need our attention (e.g., buy-in, procedures for supporting individual children)?	What might this team address as a priority for the remainder of the year?
Identify the elements with no implementation.	Was there buy-in by teachers, other practitioners, administrators, and support staff?	Consider how buy-in can be addressed programmatically. Consider these options: <ul style="list-style-type: none"> • Overview of approach to staff • Survey staff for issues related to buy-in • Open staff discussion for questions and concerns

		<ul style="list-style-type: none"> • Process for regular review of data with all staff
	Are implementation issues due to lack of effort, commitment, resources, or professional development?	Review and take actions related to resources, availability of professional development and data collection methods/protocol.
<p>Look at the implementation of elements that are pivotal to moving to the “next level” in implementation fidelity. For example:</p> <ul style="list-style-type: none"> • Staff buy in • Processes for addressing individual child needs • Family engagement • Professional development • Data collection 		
Additional Observations:		

Data Decision Making

Reaching Potentials through Recommended Practices Observation Scale: RP²OS-C and RP²OS-HV



Data Considerations:		
<ul style="list-style-type: none"> • Were data collected from observation and interviews? • Did the person completing the RP²-OS have deep knowledge of the practices? • Was there turnover in classroom staff that might have influenced scores? • Did the classroom composition of children change in a manner that might have influenced scores? 		
<i>What do we see?</i>	<i>What are the data showing? What influences these data?</i>	<i>What should the action be?</i>
What are practitioner strengths?	Are there common practices across practitioners that are strengths?	
What are areas that are lower?	<p>Are there common areas across practitioners that are need areas?</p> <p>What might be other factors that influence?</p> <ul style="list-style-type: none"> - Background/training of the practitioner - Program enrollment - Personal circumstances - Practitioner beliefs 	<p>Professional development or coaching around targeted topics.</p> <p>Consider actions related to:</p> <ul style="list-style-type: none"> • Quality of professional development effort • Amount of professional development • Provision of coaching • Quality of coaching <p>Providing support to teacher to address personal circumstances</p>
Look at average scores across practitioners. Identify the areas that are the lowest in implementation.	<p>What might contribute to common low scores?</p> <ul style="list-style-type: none"> • Has the program established the expectation that practices should be implemented? • Do practitioners lack materials for implementation? • Do practitioners lack training in the practice? 	<p>Consider the following actions:</p> <ul style="list-style-type: none"> • Programmatic efforts to communicate importance and expectations for implementation of RPs. • Provision of materials for implementation • Targeted professional development activities to strengthen common areas of need

	<ul style="list-style-type: none"> • Does the curriculum being used support the practice? • Is the culture of the program to not implement the practice? 	<ul style="list-style-type: none"> • Curricular accommodations to ensure the opportunity to implement RPs. • Provide teachers with a process for requesting and receiving classroom implementation ideas • Address program culture issues
Examine scores across practitioners	<p>Is there evidence of growth across all practitioners in the implementation of RP² practices?</p> <p>Is the growth expected or in proportion to program efforts in providing practitioners with professional development support (e.g., training and coaching)?</p>	<p>Consider actions related to:</p> <ul style="list-style-type: none"> • Quality of professional development effort • Amount of professional development • Provision of coaching • Quality of coaching
Other Observations		Actions

Data Decision Making: Child Outcomes
STARE or Child Engagement Scale



Data Considerations:		
<ul style="list-style-type: none"> Has all the data been entered and in a timely manner? Are there forms that may not have been entered or entered incorrectly? 		
<i>What do we see?</i>	<i>What are the data showing? What influences these data?</i>	<i>What should the action be?</i>
What is the level of engagement of the child in the target activity?	<p>Is the practitioner or family engaging implementing practices designed to influence child engagement?</p> <p>Is the target activity meaningful and appropriate for child engagement?</p>	Provide needed support or guidance to the practitioner or family member for implementation of practices.
Is the trend indicating improvement, decreasing engagement, variable engagement, no changes?	<p>Are practitioners implementing practices designed to improve engagement with fidelity?</p> <p>Is there a relationship between child data and practitioner implementation of practices?</p>	Check in with coaches about practitioner implementation progress on targeted practices.
	<p>Are practitioners making gains in their action plan?</p> <p>Does the practitioner's action plan include strategies/practices that might directly affect child engagement?</p>	Consider changes in action plan goals and/or implementation strategies to address practitioner progress.
	Is more/different consultation needed to identify practices/strategies to support child engagement?	Provide more coaching support or consultation with others to develop engagement strategies.

	Are there factors influencing child engagement that are not related to classroom practices or does the child need additional intervention, accommodations, assistive technology or consultation?	
Are there missing data?		Check in with coaches about missing data.
Additional Observations:		

Coaching Log



Data Considerations:		
<ul style="list-style-type: none"> • Who received coaching? • How many coaching sessions were there? • What was the duration of coaching sessions? • What strategies were used within coaching sessions? 		
<i>What do we see?</i>	<i>What are the data showing? What influences these data?</i>	<i>What should the action be?</i>
How are coaching resources allocated?	Are there issues related to resource allocation that need to be addressed?	Address concerns about who receives coaching. Address concerns about duration or frequency of coaching. Develop plan for expanding coaching reach
What are the patterns of strategy use and activities across observation sessions?	What strategies are being used during observations? Not being used? What activities are occurring? Do coaches need additional support, tools, training for using other strategies?	Examine other sources of data to address questions of coaching efficacy. Provide materials, resources, training, and support to coaches for strategy use.
What are the patterns of strategy use and activities across debriefing sessions?	What strategies are being used during debriefing? What activities are occurring? What strategies are not being used? Do coaches need additional support tools, training for using other strategies?	Examine other sources of data to address questions of coaching efficacy. Provide materials, resources, training, and support to coaches for strategy use.
Other Observations	Data Interpretations	Actions