

Early Childhood Program-Wide PBS Benchmarks of Quality



Data Considerations for All:

Did the same, or substantially the same, team provide time 1 and time 2 data? Different team members may have a different perspective on the level of completion of program-wide indicators, being more or less rigorous. Consider developing an orientation or another way to train new members that includes an introduction to the Pyramid Model and the leadership team and a review of the PWBOQ and action plan.

Were there any major state or program changes during the year? Consider how these changes might have impacted scores. For example, did district policy change so that parents were restricted in their access to the classroom? Add a goal to address these changes.

Were there major initiatives that diverted the team’s attention and resources from Pyramid Model implementation? For example, was a new curriculum or were new standards introduced? Consider a goal linking Pyramid Model with other program initiatives.

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
<p>Identify the critical elements that are not in place by looking at the graphs on the Excel Summary and Graph data pages and the completed PWBOQ.</p>	<p>If this is your first PWBOQ, what elements and indicators are a priority?</p> <p>Are the benchmarks that are not in place part of the same element (e.g., family engagement)?</p> <p>Do indicators that are not in place have a common theme (e.g., family engagement or data)?</p>	<p>Prioritize benchmarks for action.</p> <p>Prioritize critical elements that have many benchmarks not in place.</p> <p>Review benchmarks across critical elements for what needs to be added. Identify and/or develop materials, policies, and initiatives to address. Get input from staff and or families.</p>
<p>During subsequent evaluations, use BOQ graphs and data to determine If critical elements are continuously missed or overall implementation is decreasing based on BOQ Scores.</p>	<p>Are there sufficient resources for implementation (e.g., enough and stable personnel, training, coaching)?</p> <p>Is this a training issue? Are there gaps in professional development? Is there a process for training new staff?</p> <p>Have we allocated sufficient time for leadership team and coaching meetings, training, etc.?</p> <p>Are implementation issues due to lack of commitment?</p>	<p>Include an action plan goal and steps for increasing or redistributing resources. Prioritize areas that are most critical for implementation.</p> <p>Review and revise the professional development plan to ensure all staff is being trained in Pyramid Model and culturally responsive practices. Add training as needed.</p> <p>Consider shorter but more frequent meetings, training etc. Include online activities (e.g., training, meetings) to decrease travel. Identify what can be completed through email.</p> <p>Survey staff to assess continued buy-in and issues related to buy-in. Buy-in could change as staff change or because problems have developed with resources.</p>

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What do we see?	What are the data showing? What influences these data?	Consider these actions
<p><i>During subsequent evaluations, use BOQ graphs and data to determine If critical elements are continuously missed or overall implementation is decreasing based on BOQ Scores. (Continued)</i></p>	<p>Is there buy-in by teachers, other practitioners, support staff, administrators, and families?</p> <ul style="list-style-type: none"> ▶ What are the issues affecting buy-in? ▶ Has staff changed substantially? ▶ Are all staff trained? ▶ Are you sharing program data with staff so they are aware of successes and problems? ▶ Are there enough staff to implement? ▶ Does staff have the resources needed to implement with fidelity? 	<p>Address buy-in programmatically:</p> <ul style="list-style-type: none"> ▶ Provide an overview of the model for all staff ▶ Provide more ways staff can communicate questions and concerns ▶ Identify a process for regular review of data with all staff ▶ Review staff turnover for ideas for retention ▶ Review coaching logs. Consider adding coaches, if needed, to reduce the number of teachers for each coach. ▶ Develop implementation materials that can be used program-wide.
<p>Identify the critical elements that are partially in place by looking at the graphs on the Excel Summary and Graph data pages and the completed PWBOQ.</p>	<p>Are implementation issues due to lack of commitment, resources, professional development, or data collection efforts?</p> <p>Are there elements that are partially in place that are pivotal to our program moving to the “next level” of implementation fidelity?</p> <p>What elements are most important to our program, our issues, or current status?</p> <p>What are goals or initiatives to be implemented that might adversely affect implementation of the Pyramid Model?</p> <p>Are elements sufficiently in place that we can work on increasing the quality of implementation?</p> <p>Are all parts of the system described and documented for sustainability?</p>	<p>Identify reasons for partial implementation to address resources, availability of professional development and data collection methods/protocol as noted in LTA for elements that are not in place.</p> <p>Develop action steps to address pivotal elements.</p> <p>Review goals, mission, state or district directives, and other initiatives. Prioritize action plan goals to address multiple issues.</p> <p>Identify ways that the Pyramid model will link with other program initiatives so that full implementation is sustainable.</p> <p>Identify your mission, vision, and priorities for the year. Revise if needed.</p> <p>Share new mission with staff and families for input.</p> <p>Identify areas without documentation and add so others will be able to sustain and recreate the system.</p>

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What do we see?	What are the data showing? What influences these data?	Consider these actions
<p>Look at benchmarks that specifically identify culturally responsive practice or equity) (Benchmarks 1, 8, 10, 13, 17, 21, 25, 26, 28, 29, and 39).</p> <p>Look at related benchmarks in family engagement.</p>	<p>Are culturally responsive benchmarks in place?</p> <p>Are culturally responsive benchmarks in place in all classrooms and admin. areas?</p> <p>Are there other data (e.g., BIR, TPOT, Equity Coaching Guide, family or staff survey) that indicate systemic equity issues?</p> <p>Is there a plan to address issues that are not systemic (e.g., specific to a classroom)?</p>	<p>Prioritize these benchmarks for action.</p> <p>Gather classroom data from TPOT and Pyramid Model Coach Equity Guide.</p> <p>Review data from other sources to identify whether the issue is systemic.</p> <p>Use the EC-BOQ Cultural Responsiveness Companion to identify resources addressing systems issues.</p> <p>Review professional development plans. Identify need for additional cultural responsiveness or implicit bias training.</p> <p>Review policies and procedures to ensure culturally responsive practices are supported.</p> <p>Get feedback and change ideas from staff and families.</p> <p>Develop a plan to address nonsystemic issues related to the implementation of culturally responsive practices.</p>



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The contents of this document were developed by the National Center for Pyramid Model Innovations under a grant from the Department of Education, grant # H326B170003. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. **This document is public domain and may be reproduced without permission.**

Pub. 09/18/18

