

The Unified VQB5 System

Improvement Partner Fall Webinar

November 3rd, 2021

Welcome PD Providers!

Which of the following best describes your professional development role/s in Virginia's early childhood system? *(select all that apply)*

- ☐ Coordinator/Administrator
- ☐ Trainer/Workshop Presenter
- ☐ Mentor/Coach
- ☐ Facilitator
- ☐ Consultant
- ☐ Technical Assistance Provider/Specialist
- ☐ Higher Education Faculty/Professor
- ☐ Evaluator/Researcher
- ☐ Other PD Role

Objectives and Agenda

As a result of this presentation, improvement partners will:

1. Increase understanding about VQB5 and how improvement partners can support programs participating in Practice Year 1 through PDG.
2. Receive information about current VQB5 Practice Year 1 participation.
3. Provide feedback to VDOE on approaches for supporting improvement efforts during the first practice year.

Agenda

- Overview of VQB5 Timeline and Activities
- VQB5 Practice Year 1 Participation Data
- Supporting Improvement in VQB5
- Next Steps and Q&A

Supporting a Workforce in Crisis

A recent survey from The National Association for the Education of Young Children found four in five child care centers nationwide are understaffed. This statistic formalizes what many of us have recently experienced when working with Virginia's early childhood workforce.

- The VDOE is working to support relief in five key action areas: funding for compensation, hiring barriers, health and safety flexibility, ratio flexibility and profession awareness.
- As key supports and advocates for the early childhood field, improvement partners and the VDOE must continue to provide responsive classroom supports, reducing pressures while also continuing to support quality.

Virginia's New Early Childhood System

Virginia's current system does not offer every child equitable opportunity.

- Quality early childhood experiences prepare children for success but families and children lack equitable access to these experiences.
- Our system often fails to prepare children who are Black, Hispanic, speak a language other than English at home, or have a diagnosed disability or developmental delay.

Virginia's early childhood system must ensure that all children have access to quality teaching and learning experiences that meet their unique needs.

Together, we will:

UNIFY around shared and equitable expectations for quality.

MEASURE and strengthen teacher-child interactions and curriculum use in all publicly funded birth-to-five programs.

IMPROVE the quality supports for educators, prioritizing those who need it most.

Practice Years

The practice years allow programs the chance to practice collecting information, receiving supportive feedback and getting targeted support for interactions and curriculum

2021-2022

VQB5 Practice Year 1 began July 2021

- Participation available through PDG communities, in 85% of publicly funded programs

2022-2023

VQB5 Practice Year 2 begins July 2022

- Participation available statewide through Ready Regions to over 9000 classrooms in 100% of programs

2023-2024

VQB5 Year 1 begins in July 2023

- All publicly funded programs **required** to participate
- Quality Ratings from Year 1 publicly shared in the fall 2024

VQB5 Activities Timeline (2021-2022)

The chart below summarizes the Practice Year 1 measurement and improvement activities .

Summer 2021	Fall 2021	Winter 2022	Spring 2022
Program registration and preparation for fall CLASS observations	CLASS observations and curriculum use information for every classroom entered in LinkB5.	Programs use information from fall to engage in professional development based on program and classroom needs.	CLASS observations and curriculum use information updated (if needed) for every classroom entered in LinkB5.

Additional Details can be found in the [VQB5 Implementation Guide](#)

Poll #2: VQB5 Practice Year 1 Activities

Which of the following best describes your current understanding of the VQB5 Practice Year 1 activities related to measuring and improving the quality of teacher-child interactions and curriculum?

- ☐ I am very familiar with all of the VQB5 Activities for Practice Year 1
- ☐ I am familiar with some of the VQB5 Activities for Practice Year 1.
- ☐ I'm still learning about about VQB5's Practice Year 1 activities.
- ☐ VQB5 is brand new to me.

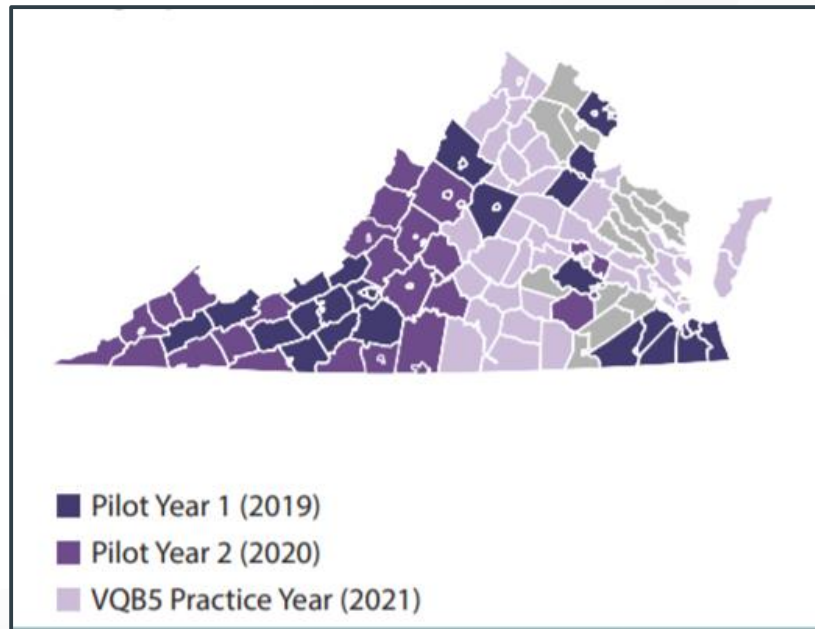
VQB5 Practice Year 1 Participation

Data from PDG Registration - Sept. 2021

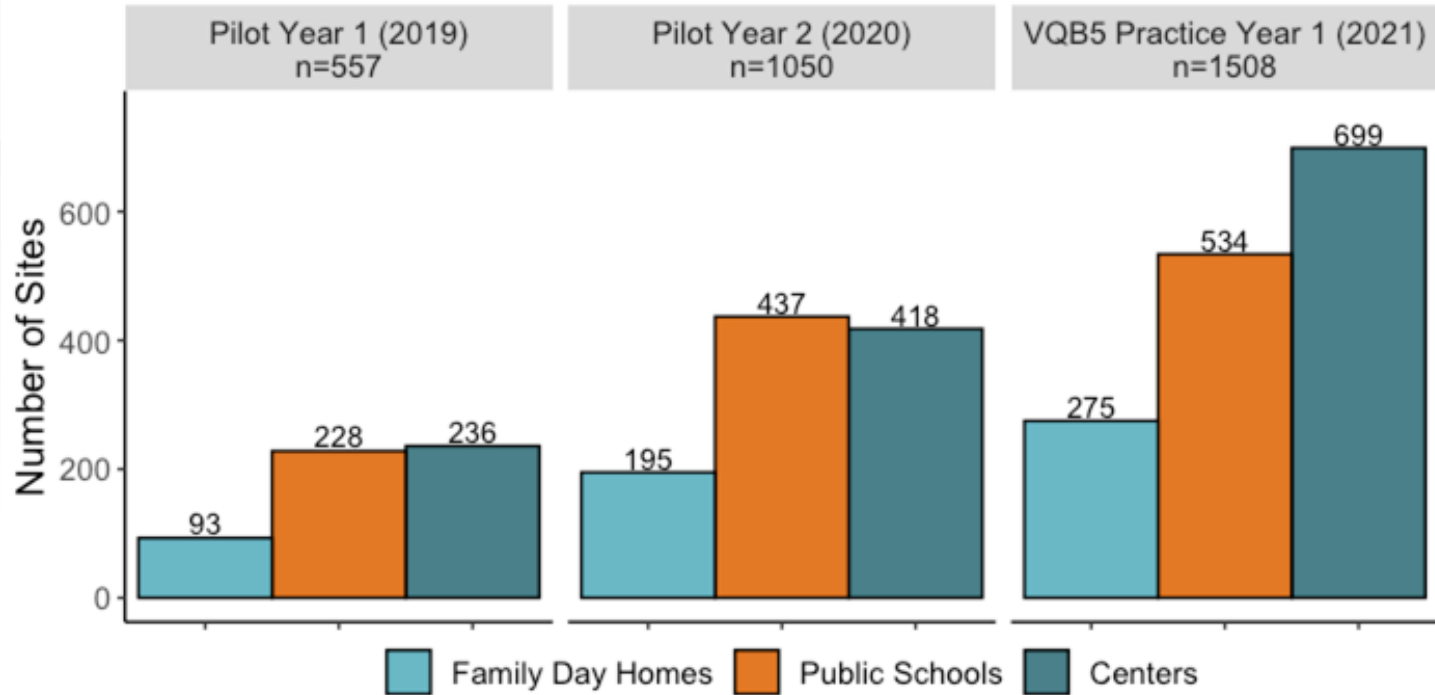
Participation through PDG Communities

The increase in participation has been guided by strong relationships across many levels of the ECCE landscape.

Community leaders, site directors, teachers, aides, family day home providers **and PD partners** have engaged in outreach and partnership activities related to PDG.

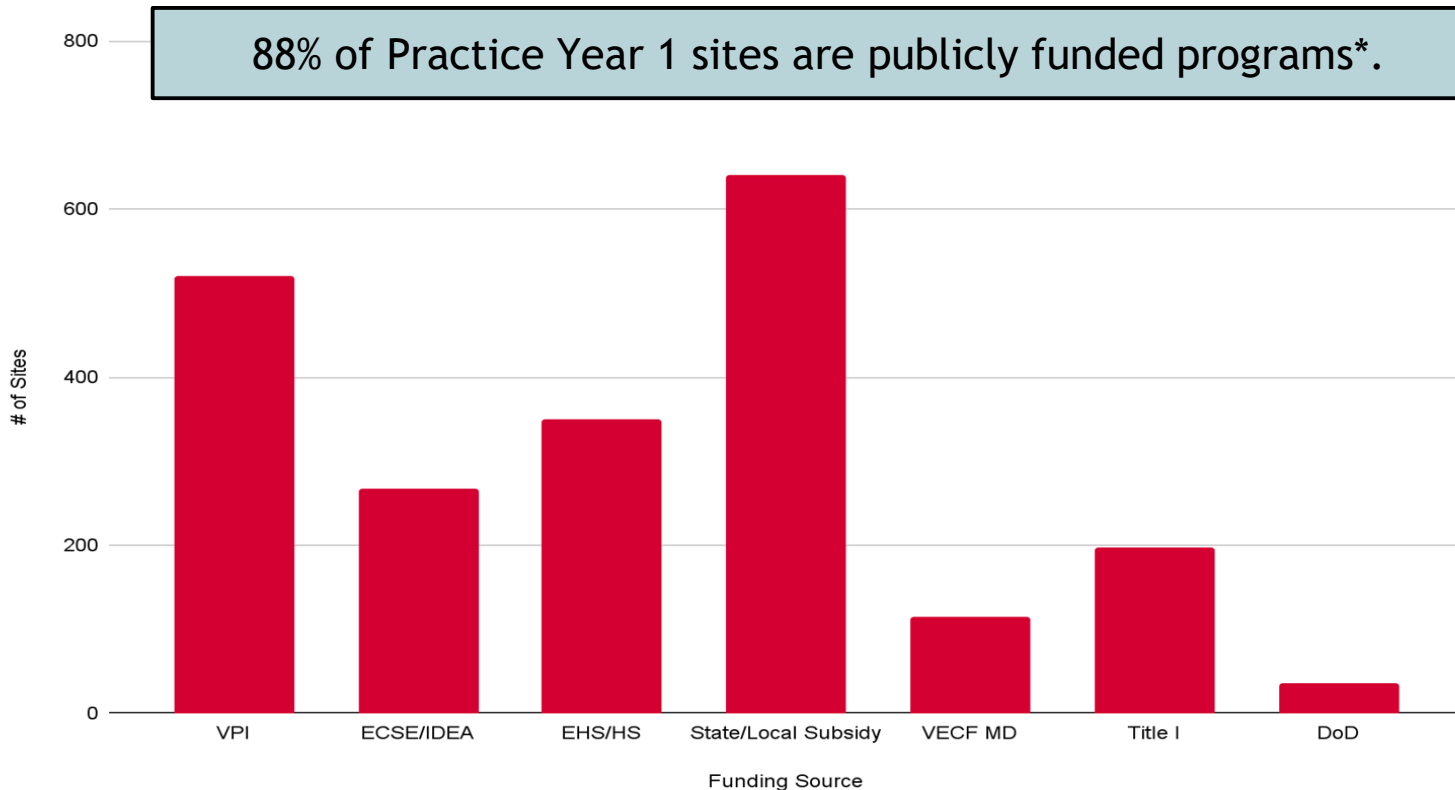


Cross-Sector Participation (By Year, By Sector)



VQB5 PY1 data were pulled from LinkB5 Registration on 09-03-2021.

Publicly Funded Site Participation



*Publicly funded sites are those that receive at least one source of public funds for the enrollment of birth-five children. Sites may receive more than one source of public funding.

Poll #3: VQB5 Participation

Approximately, what percentage of programs that you support are currently participating in VQB5 Practice Year 1 through PDG?

- ☐ 0-20%
- ☐ 21-40%
- ☐ 41-60%
- ☐ 61-80%
- ☐ 81-100%
- ☐ Not sure

How can I find out if the programs I support are currently participating in VQB5?

During Practice Year 1....

1. Ask the programs and/or teachers you work with if they completed the PDG registration process through LinkB5. Sites that are participating in Practice Year 1 must have registered by September 17th, 2021.
2. Contact the local PDG Community Lead in the areas where you provide PD. Each PDG Community maintains a current list of participating sites.

Additional requests for VQB5 participation information should be sent to Kris Meyers - kris.meyers@doe.virginia.gov

VQB5: Supporting Improvement

Supporting Improvement in Every Classroom



VQB5 Support Partners

These are the partners who will support programs during Practice Year 1.

Virginia Department of
Education (VDOE)

Preschool Development
Grant (PDG) Communities



LinkB5 Technical Support
Team

Improvement Partners

How can improvement partners support VQB5?

Improvement partners can support the unified goals of Virginia's birth-to-five system in different ways.

- Engaging in PD Collaboration and Alignment Activities
 - ◆ Helping to Connect Programs to Important Sources of Information or Resources
 - ◆ Providing Focused Support Around Focused Indicators
- Using VQB5 Data to Guide PD
 - ◆ Supporting Use of Program Level Data
 - ◆ Using Statewide and/or Regional Data to Inform Supports

Supporting Improvement by Engaging in Collaboration and Alignment Activities

Helping Connect Programs to Resources and Information

Topic	Primary Website	Resources to Share with Programs
VQB5 Information	VDOE Building a Unified Early Childhood System	<ul style="list-style-type: none"> • VQB5 Implementation Guide (English/Spanish) • VQB5 Overview information (English/Spanish) • Participation FAQs
CLASS in VQB5	AELL Tools and Resources for Conducting CLASS Observations	<ul style="list-style-type: none"> • CLASS Dimension Overviews (Inf/Tod/PreK) • Local CLASS Observations Guidebook & FAQs • Guidance for Using CLASS in Diverse Settings • Information about External CLASS Observations
Curriculum in VQB5	VDOE Early Childhood Standards, Curriculum and Instruction	<ul style="list-style-type: none"> • Early Learning & Development Standards (ELDS) • Approved Curriculum List • Information about the Curriculum Review Process

Keep up to date with VQB5 information (CLASS & Curriculum) by signing up for the VDOE e-newsletter [Readiness Connections](#)

Additional COVID-Related Support Resources

- Office of Head Start [Self Care and Stress Management \(FAQs and Resources\)](#)
- Teachstone's [Coronavirus Resources for Educators and Parents.](#)
- UVA's [ECE Resource Hub for Fostering Core Social Emotional Skills \(birth-five\)](#)
- NAEYC Article "[Preventing Compassion Fatigue: Caring for Yourself](#)"



Providing Focused Support Around Focused Indicators

Improvement partners can align support with CLASS and Curriculum to help teachers focus on developing specific knowledge and skills.

- Make PD objectives specific to interactions and curriculum
 - For **Interactions** - focus on CLASS domains/dimensions/indicators
 - For **Curriculum** - focus on early learning standards and criteria for effective curriculum
- Use Practice-focused PD to actively engage teachers in learning specific knowledge and skills in order to improve their teaching practices.

More Information for PD Providers - [AEI Resources for Planning Effective Professional Development](#)

PD Alignment with CLASS domains/dimensions

Example:

To assist with PD planning, HS has developed a Crosswalk of the 15-Minute In-service Suites and PreK CLASS.

This document connects teaching practices and learning activities found in the in-service suites with the domains and dimensions measured by PreK CLASS.

CLASS DOMAINS	CLASS DIMENSIONS	<div> <div>Building a Solid Foundation for Early Learning</div> <div>Fostering Connections</div> <div>Being Aware of Children's Needs</div> <div>Creating a Caring Community</div> <div>Giving Children Responsibilities</div> <div>Following Children's Lead</div> <div>Classroom Transitions</div> <div>Schedules and Routines</div> <div>Materials to Support Learning</div> </div>							
EMOTIONAL SUPPORT	Positive Climate	x	x		x				
	Teacher Sensitivity	x		x	x			x	
	Regard for Student Perspectives	x				x	x		

<https://eclkc.ohs.acf.hhs.gov/>

PD Alignment with ELDS

Example:

ECE Educator Workshop Series

Fostering Toddler's Social-Emotional Skills during COVID-19



Saturday, Oct. 23, 2021
9-11am
City Center Library

DEVELOPMENTAL INDICATORS

Early Toddler 12-24 months	Later Toddler 22-36 months
<ul style="list-style-type: none"> • Uses caregiver's facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person) (SED2.4d) • Expresses strong feelings without regulation (SED2.4e) 	<ul style="list-style-type: none"> • Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a "fall" or "cut") (SED2.4f) • Uses some self-comfort strategies (SED2.4g) • Accepts adult suggestions for managing feelings by themselves (SED2.4h) • Seeks caregiver support when feeling overwhelmed by emotion; may reject support (SED2.4i)

Interactions and Curriculum Connection

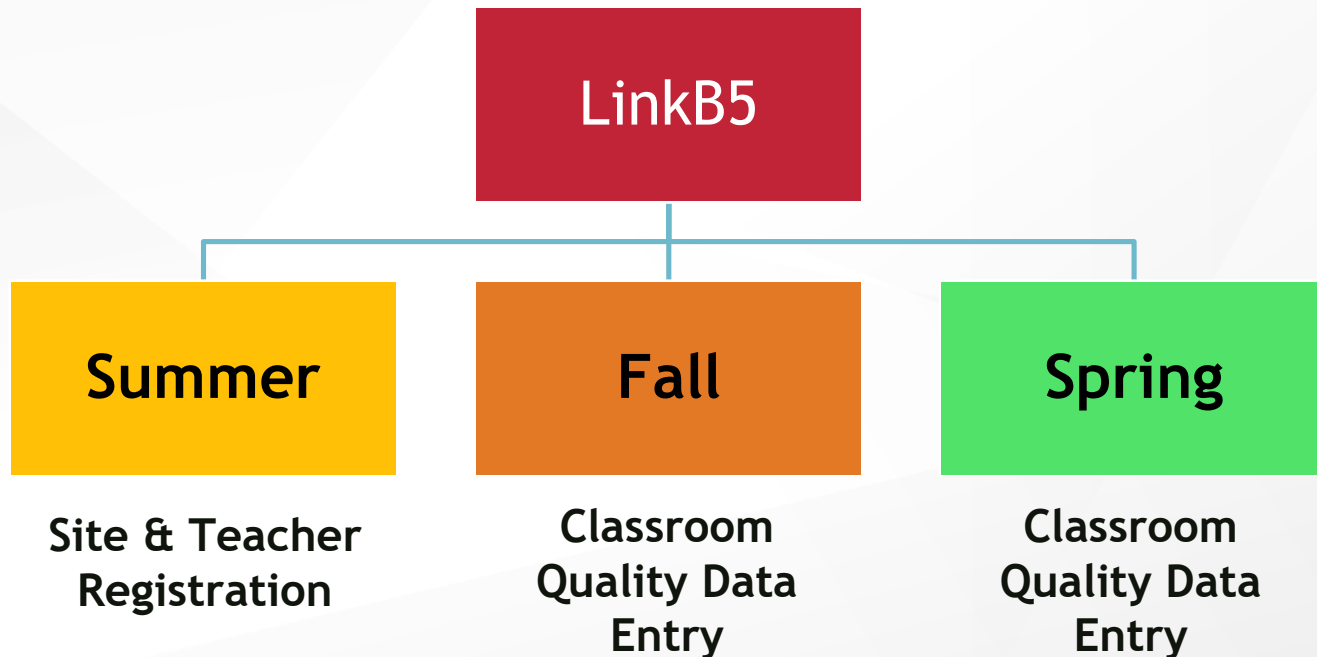
PD providers can help programs understand how several aspects of a quality curriculum also reinforce and support quality interactions as measured by the CLASS tool. Here are some examples:

Quality Curriculum Component		Connection to CLASS Dimensions
Opportunities for hands-on exploration and language extension	➔	Supports Facilitation of Learning and Development and Language Modeling
Guidance on how to individualize instructional activities	➔	Supports Teacher Sensitivity and Quality of Feedback
Guidance for designing developmentally appropriate schedules, routines and learning environments.	➔	Supports Regard for Child Perspectives, Productivity and Instructional Learning Formats

Supporting Improvement by Using Data to Guide Professional Development




VQB5: Annual Measurement Activities

LinkB5 is the website used to collect the measurement information for VQB5 at the community, site and classroom level.



How will data entered in LinkB5 support VQB5 improvement efforts?

Over time, Link B5 will support the use of quality data by collecting and consolidating program information related to quality teaching and learning, specifically teacher-child interactions and curriculum use.

	Educators receive frequent feedback and support to strengthen their teaching practices.
	Program leaders have data that help deepen their understanding of the strengths and needs within their program
	Community leads, professional development organizations and individuals (e.g., coaches) have insight into specific program needs as well as statewide focus areas

Supporting Use of Program Level Data

Improvement partners can ensure support addresses program's unique needs and track effectiveness of the support provided.

How to Access and Use VQB5 Program Level Data:

1. Request CLASS and/or curriculum use information directly from the site administrator for the programs you work with.
 - Site administrators have the ability to export and share their CLASS scores and curriculum use information from their LinkB5 accounts.
 - *Coming Soon* - PDG Community Leads will also be able to request access to program level data from site administrators through LinkB5.
2. Identify program level needs using VQB5 CLASS and/or Curriculum data
3. Provide support that targets individual program and classroom needs
4. Use program level data from the fall and the spring to determine if the PD support was effective.

Using Statewide and/or Regional Data to Help Inform Supports



During our quarterly Improvement Partner webinars, VDOE will provide insight into statewide and regional results which partners will be able to use to align improvement efforts and collaborate more effectively.

During Today's webinar, we shared Practice Year 1 state participation data gathered during the summer VQB5 registration period.

Statewide CLASS and Curriculum data gathered during Practice Year 1 will be shared during future improvement partner webinars.

- Fall Data Entry Window closes on Dec. 17th
- Spring Data Entry Window opens Jan. 17th and closes on June 10th

Next Steps

Next Steps

1. Begin to consider how you can support the Unified VQB5 system using one or more of the strategies discussed today:
 - Connecting Programs to Information and Resources
 - Providing Focused Support Around Focused Indicators
 - Supporting the Use of Program Level Data
 - Using Statewide and/or Regional Data to Inform Supports
1. Complete the short Fall Improvement Partner Survey to share your feedback and suggestions with VDOE.
2. Save the Date - Feb 9th, 2022 Improvement Partner Winter Webinar.

Thank you!

For General VQB5 and CLASS related questions

Kris Meyers, Associate Director of Quality Measurement and Improvement

Kris.Meyers@doe.virginia.gov

For Curriculum related questions

Dr. Tamilah Richardson, Director of Early Childhood Learning

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Keep up to date with VDOE's efforts to improve school readiness by signing up for the VDOE e-newsletter [Readiness Connections](#)