

# **Early Childhood System Rating Rubric**

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**January 2008**

*Center for Excellence in Early Childhood Research and Training*



## Purpose of the Early Childhood Systems Rating Rubric

An early childhood system supports the organization of improvement efforts by putting in place a process that leads to sustainability. Early childhood systems maintain adaptable programs that are able to change in order to manage current mandates and support preparation for future requirements and improvement efforts. A comprehensive system entails the development and implementation of the following components 1) Representative Leadership Team, 2) Collaborative Planning Process, 3) Data Based Decision Making, 4) Ongoing Professional Development and Support, and 5) Comprehensive Curriculum Framework.

The purpose of the Early Childhood Systems Rating Rubric is to provide programs with a means for assessing their current system, to provide information to guide the development of a system, and monitor progress by focusing on the 5 elements of a comprehensive early childhood system. The rating rubric was designed to be completed by members of a program’s leadership team. In order to collect meaning information to support the development of a program’s system, it is suggested that leadership teams complete the rating rubric 4 times a year.

### Directions for Completing the Rubric

- 1) Review each of the rubric items either individually or as a team.\*
- 2) For each item of the rating rubric, determine on a scale from 1-6 to what extent the item is present within your current system.

1	2	3	4	5	6
Does not meet any criteria	Sometimes meets all criteria	Often meets all criteria	Most of the time meets all criteria	Almost always meets all criteria	Consistently meets all criteria
	<i>OR</i> Inconsistently meets part of the criteria	<i>OR</i> Consistently meets part of criteria	<i>OR</i> Inconsistently meets most of criteria	<i>OR</i> Consistently meets most of the criteria	

- 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 system.

\*If teams choose to complete the rubric individually, it may be useful to also complete the rubric as a team to come to an agreed upon score for each item of the rubric.

## Representative Leadership Team

<i>Leadership Establishment</i>						
1) The leadership team has been established to represent key stakeholders	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) A process is in place to ensure the representative leadership team is maintained over time	1	2	3	4	5	6
<i>Leadership Team Roles</i>						
4) 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
5) The leadership team members can identify the purpose of their work and their roles within the group activities	1	2	3	4	5	6
<i>Communication Organization</i>						
6) 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
7) Internal means of communication have been arranged between leadership team members	1	2	3	4	5	6
8) External means of communication have been arranged between the leadership team and key stakeholder groups	1	2	3	4	5	6
9) All leadership team members have equal opportunity for input						

<i>Meeting Organization and Facilitation</i>						
10) Efforts are taken prior to the meeting to set the context for the meeting	1	2	3	4	5	6
11) Meetings are held on a regular basis	1	2	3	4	5	6
12) Meeting is organized around an agenda and clear outcomes that keeps the group focused on the work	1	2	3	4	5	6
13) Group norms or meeting rules have been established for the leadership team	1	2	3	4	5	6
14) Small percentage of time is spent on presentation of information and majority of the meeting is spent within group discussion	1	2	3	4	5	6

## Collaborative Planning Process

<i>Guiding Vision/Mission of Work</i>						
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
3) Shared vision guides the goals of the program and work of the leadership team	1	2	3	4	5	6
<i>Process</i>						
The collaborative planning process is implemented in the following manner:	1	2	3	4	5	6
4) 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
5) Step 2: Hypothesis of why the gaps exist is developed.	1	2	3	4	5	6
6) Step 3: Goals are developed to target change within the current preschool system.	1	2	3	4	5	6
7) Step 4: An action plan for supporting change and achieving the targeted goals is outlined.	1	2	3	4	5	6
8) 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
<i>Action Plan</i>						
9) 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
10) The action plan is revised as needed to ensure innovation and improvement continues within the system.	1	2	3	4	5	6

## Data Based Decision Making

<i>Effective Data Based Decision Making</i>						
1. Data is accessible to all leadership team members and stakeholders	1	2	3	4	5	6
2. Data is organized and represented in a way that can be interpreted by all stakeholders	1	2	3	4	5	6
3. Scope of the data collected is comprehensive and encompasses a meaningful and purposeful focus for the leadership team and stakeholders	1	2	3	4	5	6
<i>Operation of the Preschool System</i>						
4. An ongoing and consistent process of data/documentation collection has been organized at the system level	1	2	3	4	5	6
5. A systematic process for reviewing and interpreting data /documentation has been established at the system level	1	2	3	4	5	6
6. Data/documentation is used on an ongoing basis to influence decisions regarding needs for system development	1	2	3	4	5	6
<i>Program Level</i>						
7. An ongoing and consistent process of data/documentation collection has been organized at the program level	1	2	3	4	5	6
8. A systematic process for reviewing and interpreting data/documentation has been established at the program level	1	2	3	4	5	6
9. Data/documentation is used on an ongoing basis to influence decisions regarding programming and curricular effectiveness	1	2	3	4	5	6
<i>Classroom Level</i>						
10. An ongoing and consistent process of data/documentation collection has been organized at the classroom level	1	2	3	4	5	6
11. A systematic process for reviewing and interpreting data/documentation has been established at the classroom level	1	2	3	4	5	6

12. Data/documentation is used on an ongoing basis to influence decisions regarding programming and curricular effectiveness	1	2	3	4	5	6
<i>Child Outcome Level</i>						
13. An ongoing and consistent process of data/documentation collection has been organized at the child level	1	2	3	4	5	6
14. A systematic process for reviewing and interpreting data/documentation has been established at the child level	1	2	3	4	5	6
15. Data/documentation is used on an ongoing basis to influence decisions regarding instructional practices	1	2	3	4	5	6

## Ongoing Professional Development and Support

<i>Organization of Professional Development</i>						
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 the system development action plan, district/program priorities, and state and federal initiatives	1	2	3	4	5	6
4) A professional development plan has been developed for the early childhood program to meet identified needs and targeted goals	1	2	3	4	5	6
<i>Types of Professional Development and Support</i>						
5) Resources (e.g., funding, time, books) are allocated for planning, implementing, and supporting professional development	1	2	3	4	5	6
6) Internal and external opportunities for professional development are made available to program staff	1	2	3	4	5	6
7) Learning communities are in place to support ongoing professional development and support	1	2	3	4	5	6
<i>Evaluating Professional Development</i>						
8) A process is in place for staff and administrators to develop a plan for how to use the information occurred during professional development experiences	1	2	3	4	5	6
9) Procedures are in place to assess if professional development has achieved the intended outcomes	1	2	3	4	5	6
10) Evaluation of internal professional development allows staff to assess the quality and benefit of the experience	1	2	3	4	5	6

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